Forbes Road SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

159 Red Bird Drive
Waterfall, PA 16689
(814)685-3866
Superintendent: Mark Loucks
Director of Special Education: Maria Scott-Bollman

Planning Committee

Name	Role
Maria Scott-Bollman	Administrator : Professional Education Special Education
Sharon Bakner	Elementary School Teacher - Regular Education : Professional Education Special Education
Shawna Angelo	Elementary School Teacher - Special Education : Special Education
Wendy Mumma	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 56

Identification Method

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

Forbes Road School District addresses whether a child does not achieve adequately for the child's age or meet State-approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and/or mathematics problem solving.

For reading in grades K-6 at Forbes Road Elementary School, the District uses a PDE-approved process based on the child's response to scientific research-based interventions which includes documentation of high-quality instruction, research-based interventions and regularly monitored student progress.

For reading in grades 7-12, and all other areas K-12, the District utilizes a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency).

The District ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in tegular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

Additionally, repeated assessments of achievement are conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

The District ensures that screening or early intervening activities do not serve as a restriction to the right of parents to request an evaluation at any time, including prior to or during the conduct of early intervening activities.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Enrollment
Not significantly disproportional with the exception of speech/language.
16.0% of the student population enrolled at Forbes Road is receiving specai education services. This is close to the Pennsylvania average of 16.9 %.
Specific Learning Disability LEA = 49.2% State average is 40.9%. The rate of identification for Specific Learning Disability is being reduced by utilizing the MTSS model to provide targeted interventions at the elementary level and utilizing biweekly (Tier 2) or weekly (Tier 3) progress monitoring to ensure that students are attaining meaningful growth.
Speech/Language LEA = 18.6% State average is 14.5% Students are being screened for speech and language services as part of the K-4 enrollment processes so that SLS needs can be addressed sooner with the goal of reducing the need for SLS identification.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Non-Residents Students (1306)
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.).

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Incarcerated Students (1306.2)
Forbes Road School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility.
The district tracks and maintains records on all incarcerated students from the district. The district sends a representative to all Evaluation Report (ER) and Individual Educational Plan (IEP) meetings on these students. The district keeps in contact with the facility where the students are incarcerated. The district tracks students after they have been absent for three days, and strive to determine their location.

Since Fulton County uses the Bedford County Prison for incarcerating students, Forbes Road School District works with Bedford Area School District. The procedure for the incarceration of a student includes the involvement of representatives from Intermediate Unit # 8. The prison follows a precise procedure whenever a person under the age of 21 is admitted. The prisoner completes an intake survey to determine the educational needs of the person. This survey is forwarded to Intermediate Unit #8 and they contact the home district and Bedford School District. The home district is given the opportunity to supply the necessary services. The home district is always invited to the scheduled ER or IEP Meetings. Intermediate Unit 8 always sends quarterly reports to the home district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Forbes Road School District makes every effort to educate students in the least restrictive environment. To the maximum extent possible for each individual student, we offer supplementary aids and services so students can be educated with their non-disabled peers in the regular classroom and general education curriculum. The IEP team begins by considering the regular education classroom as the first placement option. The IEP team then discusses the types of support and services the student would need in place in order to benefit from a regular classroom placement. Regular and special education teachers collaborate at all levels, creating adaptations for special education students in the regular classroom. Co-teaching is utilized to make the regular education curriculum available to all students in a diverse manner. Special education teachers and regular education teachers are provided time during the school day during a ten day rotation cycle to meet and plan their lessons.

 Our use of supplemental aids and services and paraprofessional staff helps students remain in the regular classroom even when their behaviors and/or skill deficits are significant. Content area instruction is best provided by certified regular education teachers who have consultation, direct assistance and adapted material generated by special education service providers.

At both the elementary and high school buildings the last period of the day is designated for enrichment or remediation for all students. During this time students with IEPs may be pulled out for reinforcement of the day's learning, mastering targeted fundamental concepts, and assistance with homework. In grades 7-9 students who have disabilities in reading or math may have double periods to provide more intensive remediation and instruction.

Teachers and para-educators receive training to implement inclusive practices and specially designed instruction to provide knowledge and skills needed to teach students with disabilities in the regular education environment.   Training is offered through site-based training, consultation from TIU 11 and through PDE and PATTAN. PATTAN video tapes sessions and also places the handouts on the PATTAN website and can be accessed by staff at any time.

Forbes Road works collaboratively with IU 11 for the provision of programs/services to students for which there is a low incidence such as blind/visually impaired, deaf, hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. This provides students with evidence-based instruction and interventions within appropriate educational settings with peers.

 Placement decisions are made by a group of persons, including parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions.

According to the most recent Special Education Data Report, 76.4% of special education students were educated at least 80% of time in regular education classes at Forbes Road, exceeding the SPP target of 65% and the State average of 62.1%. Of the students who are being educated outside of the Forbes Road campus, those placements were determined by an IEP team that included regular education and special education teachers, the school psychologist, the school nurse, the school counselor, parents, the principal/special education supervisor and various service providers who considered all options for providing the prescribed education at Forbes Road before considering outside providers.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Positive Behavior Supports

Forbes Road School District's policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-esacalation techniques. Training in positive behavioral support and de-escalation are provided as required using Safety Care in grades K-4-3 and CPI Nonviolent Crisis Intervention for grades 4-12. Behavior support services are typically initiated when a teacher refers a student for further evaluation. Once a student is referred, they are observed in the classroom environment in order to pinpoint specific behavioral concerns. Once these behaviors have been identified, a team meeting will be called in which a positive behavior plan will be created for the child. These can either be weekly or daily behavior charts that address the targeted behavior issues. The parents are communicated with on either a daily or weekly basis so that they will know the progress that their child is making.

If these behavioral plans are not effective in addressing the targeted behaviors they are either modified or the student can be referred for an evaluation to be completed by the school psychologist. If they are found to have any disability that indicatesa need for special education services, then the process of developing an IEP is started. This entails a functional behavioral assessment, a positive behavior support plan, and an IEP with goals targeting the identified behaviors. The IEP team meets to discuss the findings. Once the team agrees upon the findings, then the student gets the indicated support. Students who need to have psychological support and/or behavior modification may be referred to an outside service agency/facility.

Positive rather than negative measures shall form the basis of behavior support programs. Positive techniques utilize positive reinforcement to shape a shape a student's behavior, ranging from the use of positive verbal statements to specific tangible rewards.

A district-wide anti-bullying program has been implemented. Training and support are provided to the entire school district to promote a safe and supportive school environment for all students. This training consists of teaching students the school rules, expectations and the definition of bullying and how to intervene when it occurs. Staff encourage students to do the right thing and praise them when they have carried out a good dead or demonstrate good citizenship. Teachers model appropriate behaviors by modeling the types of behaviors that they would like their students to demonstrate.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Forbes Road School District strives to provide a free and appropriate education for all students. The staff of the district is encouraged to employ various strategies and tools to meet the learning of the students. The needs of the students are addressed by first using the district's resources and personnel. The students are periodically evaluated to verify that they are showing growth. Students who fail to show growth will fall into a category requiring further evaluation and planning.
The district will seek services and supports outside the district to address the student's needs which still exist. Forbes Road 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 if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily.
These supports and services include representatives from agencies such as Franklin-Fulton Mental Health, Intermediate Unit 11, Children's Behavioral Health and Fulton County Center For Families. Forbes Road also collaborates with other school districts to provide and mental health facilities to meet the needs of our students. Forbes Road School District coordiantes with Central Fulton School District, Southern Fulton School District, and Mount Union Area School District to offer a continum of programs/services for Emotional Support and Life Skills Support which cannot be met within the District. Extended Family Academy has provided emotional support for our students by offering a high structured facility, individual and group counseling. NHS Autism School in Chambersburg has been willing to accept students who needs are greater than can be met within the home school district.
Placements are based upon Forbes Road's continuum of special education services that support the availability to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling or other removals from the regular educational environment occur only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (not solely based on the need for modifications).

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

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

Special Education Program Profile

Program Position #1

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* Position
> >
> > *Implementation Date:* August 24, 2017
> >
> > *Reason for the proposed change:* Change in program/services
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	15	1
Justification: Classroom support				
Locations:				
Forbes Road Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* Position
> >
> > *Implementation Date:* August 24, 2018
> >
> > *Reason for the proposed change:* Change in program/services
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Justification: Classroom Support				
Locations:				
Forbes Road High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* Position
> >
> > *Implementation Date:* August 18, 2014

Reason for the proposed change: Changes to caseload due to changes in student enrollment.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	0.7
Locations:				
Forbes Road Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	6	0.3
Locations:				
Forbes Road High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: June 30, 2015

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
██████	██████████	██████	██	██
██				
Locations:				
████████ ████	████████████	██████████████████████		

Type of Support	Level of Support	Age Range	Caseload	FTE
██████	██████████████	██████	█	██
██				
Locations:				
████████████	████████████	████████████████████		

Program Position #5

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
████████████	████████████	████████	█	██

Locations:				
███████████	████████	████████████████		

Program Position #6

    Operator: Intermediate Unit

    PROGRAM DETAILS

        Type: Position

        Implementation Date: August 24, 2017

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
██████	█████████	██████	█	██
Locations:				
████████████	████████████	████████████████		

Program Position #7

    Operator: Outside Contractor for the School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 24, 2017

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
█████████	███████████	███████	█	██
Locations:				
███████████	███████████	████████████████		

Type of Support	Level of Support	Age Range	Caseload	FTE
█████████	██████████	██████	█	██
████████████████████████████████				
Locations:				
██████████	██████████	███████████████		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Forbes Road High School	1
Paraprofessional	Forbes Road Elementary School	3
Principal/Special Education Director	Forbes Road School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	1 Days
Certified School Psychologist	Outside Contractor	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Merakey's behavioral specialist will conduct ABA training for special education and regular classroom teachers in strategies for instructing students with a diagnosis of autism.
Person Responsible	Special Education Director and School Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	6
Provider	Merakey
Provider Type	On-campus provider for high needs autism and emotional support students.
PDE Approved	Yes
Knowledge Gain	Teachers will develop more effective strategies for instructing students with autism diagnoses.
Research & Best Practices Base	Special Education best practices
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Online-Asynchronous
Participant Roles	Classroom teachers Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Teachers have knowledge to provide support for students with Autism.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

Behavior Support

Description	New teachers are trained in either CPI or Safety Care, depending on building assignment/grade level and recertified annually. Further, the elementary is in the process of training for the adoption of Positive Behavioral Intervention Supports (PBIS).
Person Responsible	School Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	7
# of Participants Per Session	5
Provider	TIU 11
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Educators learn to provide the best possible care, welfare, safety and security for their students in a crisis situation as well as providing positive behavior support.
Research & Best Practices Base	Nonviolent Crisis Intervention
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Staff are certified in CPI or Safety Care.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Staff receive guided practice on how to implement from IU staff.

Paraprofessional

Description	One hundred percent of the paraprofessionals currently employed at The Forbes Road School District have and will maintain the required training to maintain their positions. Their credentials are kept on file in the District office.
Person Responsible	School Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	5
Provider	TIU 11 and PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not required for special education.
Research & Best Practices Base	Not required for special education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Live Webinar Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Portfolio

Reading

Description	Teachers in grades K-6 will further develop skills in the integration of reading and writing curriculum and interventions through an MTSS framework. This includes ongoing instruction in the analyses of progress monitoring data to inform instruction.
Person Responsible	School Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	8
Provider	TIU11
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	Strategies to teach reading through a Multi-Tiered Systems of Support framework; improved analyses of progress monitoring data.
Research & Best Practices Base	Formerly RTii, Multi-Tired Systems of Support (MTSS) provides exposure to regular education curriculum for all learners as well as a positive behavior component and differentiated tiered support for struggling learners.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Professional Learning Communities
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Transition

Description	Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult education. Special education teachers will receive training and work with OVR and other service providers to help students make the transition. Special education teachers will implement the additions and modifications received during the district's 2014-2015 transition audit.
Person Responsible	Special Education Teachers
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	3
Provider	Office of Vocational Rehabilitation
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Additional community resources available to assist students in transitioning from school to work or from school to additional training.
Research & Best Practices Base	Not required for special education.

For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Teachers will invite service providers to IEP meetings and encourage students and parents to develop a relationship with OVR and other appropriate transition service providers.
Evaluation Methods	Review of participant lesson plans Maintain 100% of student body graduating.

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Tammy Fraker on 4/4/2019

Board President

Affirmed by Mark Loucks on 4/4/2019

Superintendent/Chief Executive Officer