Profile and Plan Essentials

LEA Name		AUN
Elizabeth Forward SD		103023153
Address 1		
401 Rock Run Road		
Address 2		
City	**State**	**Zip**
Elizabeth	PA	15037
Director of Special Education Name		
Keith Gephart		
Director of Special Education Email		
kgephart@efsd.net		
Director of Special Education Phone Number		**Director of Special Education Ext**
412-896-2368		
Chief Administrator Name		
Mr. Keith M Konyk		
Chief Administrator Email		
kkonyk@efsd.net		

Special Education Students

Total Number of Students Receiving Special Education

513

School District Total Student Enrollment

2298

Percent of Students Receiving Special Education

22.3

Steering Committee

Name	Position/Role	Building	Email
Keith Gephart	Director of Special Education	Elizabeth Forward SD	kgephart@efsd.net
Keith Konyk	Superintendent	Elizabeth Forward SD	kkonyk@efsd.net
Denise Hasis	Special Education Teacher	Elizabeth Forward MS	dhasis@efsd.net
Rebecca McCarty	Special Education Teacher	Mt Vernon El Sch	rmccarty@efsd.net
Rachael Egan	General Education Teacher	Elizabeth Forward MS	regan@efsd.net
Chad Smith	Parent	Mt Vernon El Sch	Chad220@gmail.com
Mary Carole Perry	Assistant Superintendent	Elizabeth Forward SD	mcperry@efsd.net

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)

Improvement and Planning Activity
Assistant Superintendent Meetings- parents wishing to opt their child out of testing will meet with the Assistant Superintendent. The goal of the meeting is to hear the parents concern and to persuade participation.
Root Cause Analysis- the district will engage in an analysis of the reasons for no -participation and work to remove those barriers.
Proficiency Gap- Collaboration with the AIU to assess our programming and receive recommendations for additional supports, strategies, and tools.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
Our indicator 14 data shows that 82% of our graduates are in measure C, showing that they are enrolled in higher education, or in some post-secondary education or training program. They may also be competitively employed. This contrasts with measure B which is just higher education or competitively employed. Given this, our district will continue to train our staff and review our transition programs yearly to ensure our students gain the results they desire.

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

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

   Yes

1.1. P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Respond Group Home	Group Home		Licensed Private Academic	5
Penn Residential	Group Home		Licensed Private Academic	1

2. **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.)**

   For Children Institutions located within the Elizabeth Forward School District borders, the district acts as the host district and assumes all responsibility in terms of decisions regarding goals, programming, and educational placement of students. The district reviews the records of students to ensure that they receive FAPE and will work to reevaluate, when needed, to make sure that current data is available to make program decisions. The district works closely with the LEA of each student's home district to ensure that the student's programming meets the student's needs. The district does not report any barriers that limit its ability to meet its obligations under Section 1306 of the Public-School Code. When a 1306 student enrolls in the Elizabeth Forward School District, the district follows these procedures: For students who are current special education students: 1. Elizabeth Forward, through its enrollment documentation, asks if the student is a special education student 2. If the student is a special education student, the district reaches out to the former district, and all stakeholders, to obtain the students special education records 3. The district reviews all special education records and determines if they are up to date, appropriate for the current setting, and/ or if a reevaluation is necessary 4. The district conducts an IEP meeting or an informal meeting to discuss the student's current needs, the provision of FAPE, and the appropriateness of the placement. 5. The district is in contact with the outside placement school to ensure that all documents and required information is provided. 6. The outside placement and the district, with the home district included, holds an initial IEP meeting to ensure the student's needs are met. All required IEP team members are present at the IEP meeting including a certified special education teacher. For students who are not currently special education students: 1. If the student is not currently a special education student, the district initiates its child find requirements and reaches out to the former district and all stakeholders to determine if an evaluation is required. If so, the evaluation process begins. The district would expedite the process if necessary. 2. Once the evaluation process is complete, and if the student qualifies as a special education student in need of services, the district provides the evaluation to

the parent/guardian and all stakeholders. 3. The district and the outside placement conduct an IEP meeting, and services begin when and if a signed NOREP is obtained.

3. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**

   The district stays in constant communication with the 1306 facilities. Meetings are held regularly to discuss progress and the transitional needs of students ready to either return to our district or the students home district. Most 1306 facilities have their own processes to reach out to districts when students are initially placed there and are excellent with coordinating with our district. If a 1306 facility does not reach out to us, we then reach out to them.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

2. **Describe the system of oversight the School 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).**

   Currently, the district does not have any facilities that house incarcerated youth within its borders. The district does however, work to ensure that students, who are enrolled in our district, and are experiencing incarceration, needs are addressed. The district employs staff, a social worker, and guidance counselors, that work to provide services to students. Part of their responsibility is to address attendance as well as investigate situations in which students have been incarcerated and works with the probation officers, case managers, and others to ensure that the special education programs continue for those students and in turn provide FAPE. These individuals also work with the Special Education Director to determine the need for an evaluation for students, not currently identified as special ed, to determine if a school-based disability exists and the need for special education services.

Least Restrictive Environment

3. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

   The district's philosophy is that special education students need to be in the regular education classroom with their peers while being exposed to the general education curriculum. Since the 2010-2011 school year, the district has been placing students in a co-taught setting at the middle and high school, while a more inclusive setting is the focus of the elementary schools. Because of this, the percentage of students currently spending 80% or more of their day in the regular education setting is at 63.1% whereas the state average is 61.5% In addition to this, the number of our students spending time in the regular classroom less than 40% of their day is at 5.4% which is below the state average of 9.6%. This is evidence of our district's commitment to include all students to greatest extent possible and shows that our students, with the greatest needs, are spending time in the regular classroom with their same aged peers. Over the years, the district has worked hard to keep students within the district and rely less on outside placements. The district still utilizes specialized placements, but in these cases, the IEP team determined that, given the student's level of need, the district could not provide the services that the students require and that these placements were more appropriate. While we still use these, outside placements it is always based on need and after the IEP team has determined that all available supports have been exhausted. In addition to that, the district works with our outside placement providers to transition our students back to their regular schools, when the IEP team determines that the student's needs can be met at their home school.

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

   To fully incorporate co-teaching/inclusive settings, the IEP teams consider a full range of supplementary supports and services when making placement decisions for students. These supplementary aides and services include program and curriculum modifications, FBA's and positive behavior support, counseling as a related service, as well as the use of paraprofessionals to support students in these settings. These considerations occur in all programs at the Elizabeth Forward School District and are part of the IEP process. The staff begins placement within the regular education classroom setting prior to considering a more restrictive environment. To help our staff and students, the district has provided training within this area. We have contracted with the Watson Institute to provide consultation about students and strategies. We use PATTAN, the Allegheny Intermediate Unit, and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

5. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The district special education staff are full participants in all the general education initiatives within the district. The district has been involved in the Modern Teacher program since 2016. Modern teacher emphasizes strategies such as personalized learning, creative spaces and seating, flexibility in instruction to name a few. Our special education staff is fully embedded in all activities of this program which helps are special needs students have meaningful participation in the general education curriculum and classes. In addition, special education staff are trained in our technology tools that the district uses. Special education teachers utilize tools such as Canvas and Zoom to ensure that students have full access and support with their classes. Again, the district uses We use PATTAN, the Allegheny Intermediate Unit, guest speakers and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

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

   Our district is a supportive district. No student is excluded from any extracurricular activity that they wish to be involved in. We have not experienced students having barriers which exclude them form these activities in general. In the past, we have provided accommodations to students who needed them such as staff support, interpreters, specialized equipment for sports, requesting allowable accommodations through the WPIAL and PIAA.

7. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and can participate in district-led extracurricular activities.**

   All district extracurricular activities are available to all students whether in district or who have been placed in private institutions. The district works with each individual institution and the student's parents to provide access when it is appropriate for a student to participate. It is encouraged for students to participate. In the past, students have participated in sports, dances, and transition activities to name a few.

8. **Discuss the School District's need to build capacity and expand programs and services to provide a continuum of services. (Consider the out-of-district placement chart).**

   Although the district provides emotional support, the district could expand this program and offer more self-contained classrooms and supports to limit any need for students to be placed out of district due to behaviors. Outside placements in this area would only occur if the student had a greater level of need beyond what these classrooms provide.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Mon Valley School	Licensed Private Academic		Allegheny Intermediate Unit 3	Life Skills Support	1
Wesley Spectrum HS	Licensed Private Academic		Wesley Family Services	Emotional Support	0
PACE	Approved Private School (APS)		PACE	Emotional Support	2
Children's Institute Day School	Approved Private School (APS)		The Children's Institute	Autistic Support	5
Wesley Spectrum K-8	Licensed Private Academic		Wesley Family Services	Emotional Support	5
New Story	Licensed Private Academic		New Story	Emotional Support	4
Steel City Academies	Licensed Private Academic		Keystone Education Group	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-08-19

Uploaded Files

Behavior Support Policy.pdf

9. **How does the School District support the emotional, social needs of students with disabilities?**

   All emotional and social needs of students with disabilities are support through special education staff. The district has utilized different curriculum materials and programs over the years and continues to research others. The district has a school social worker to meet with students and coordinate other services which may meet the needs of students. the district also has guidance counselors to work with students. These staff provide one on one support as well as group activities such as friendship groups. The district has developed a focus on behavior supports in recent years. Over the years the district has contracted with a behavior specialist and will continue to do so when feasible. The behavior specialist works with staff in the district to develop plans and utilize strategies that improve the behavioral performance of students. The specialist provides support for completing FBA's and developing positive behavior support plans. The district has also trained 5 special education teachers as certified behavior intervention specialist. This group of teachers will become a behavior study group to provide support for each of their buildings.

10. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

    Special education staff and aides are trained in TACT2 and Ukeru. They are re-certified each school year. TACT2 is Therapeutic Aggression Control Techniques. It teaches staff to recognize behaviors that are immediately dangerous and ones which are not. The model provides staff with strategies to deal with both. In each instance, de-escalation is a key component. TACT2 also trains staff in the use of physical techniques. Ukeru is a model in which staff are taught de-escalation. What differs with Ukeru is that it incorporates the use of pads to protect staff and students. Ukeru gives our staff the ability to avoid restraints. Each model provides an understanding of childhood trauma and its effect on students and student behavior. In addition to these models, staff are trained in functional behavior analysis and the development and use of positive behavior support plans.

11. **Describe the School District's positive school wide support programs.**

    The district has positive school wide support programs at each level in the district. At the

secondary school has implemented the PBIS Framework across all grade levels. The focus is on encouraging student pro-social behavior, improving academic performance, and establishing a positive school culture. By means of a three-tiered support system, all students are taught school-wide expectations and then rewarded for their efforts. Our Student Assistance Program (SAP) has been braided with the PBIS Tier 2/3 Team to identify “at-risk” students and get them to appropriate services. Students are triaged by the team and provided Tier 2 and 3 services, which include more targeted interventions such as Check and Connect, and ReNew. Options also exist for students to participate in Behavioral Health Counseling (BHC) and School-Based Therapy (SBT). At the elementary level PBIS is implemented from grades K-5 with every staff member participating. A BRAVE Matrix was created that lists behavioral expectations for students in places such as the cafeteria, hallway, restroom, playground and bus. We believe that recognizing good behaviors encourages replication of those behaviors. Staff members give students paper "Shout Outs" when they see the targeted behaviors being demonstrated. Students write their name on the Shout Out and place it one of the many plastic boxes around the school. On Fridays, names from each grade are drawn and announced over the intercom. Winners get to go to the library and pick from the prize stash. A picture of the winners is Tweeted out for others to recognize

12. **Describe the School District's school-based behavior health services.**

    The district contracts with Mon-Yough Mental Health Services. Mon-Yough provides our district with school-based mental health services as well as behavioral health. The agency provides the district with counselors and a behavior support counselor. The district also has a school social worker who works with students and families. In addition, we have guidance counselors who serve each building from elementary through high school.

13. **Describe the School District's restraint procedure.**

    The district has a restraint policy. Each policy includes the required regulatory components. The district's policy/procedure specifically states that physical restraints may only be used as a crisis intervention when a student is a clear and present danger to oneself and/or others. District policy prohibits the use of prone restraints and district procedures do not permit the use of any floor restraints. The district reports all the required information to the RISC system and district staff are trained in using the system. In the event of a restraint, the district requires parent notification of the restraint within 24 hours. Included in that procedure is a cover letter that follows up with a parent phone call. IEP meetings are held and a plan for eliminating restraints are addressed. The parent has the option of waiving the IEP meeting.

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 district has not experienced difficulties with placing students, finding programs for students, or providing special education services. If this would occur, the district would seek the assistance of the Allegheny Intermediate Unit and/or PATTAN to help us correct the situation. In addition, it is a rare occurrence for the district to provide instruction conducted in the home.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	2	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	5	Secondary	District
Paraprofessionals	22	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Vector Educational Essentials Course- ASD Awareness			
Lead Person/Position		**Year of Training**	
Keith Gephart		2026 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
UKERU Deescalation strategies and keeping staff and students safe			
Lead Person/Position		**Year of Training**	
Keith Gephart/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	Paraprofessionals Special Education Teachers

Description of Training			
TBM Therapeutic Behavior Management: Deescalation			
Lead Person/Position		**Year of Training**	
Keith Gephart/Director of Special Education/Certified TBM Trainer		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
UKERU Deescalation strategies and keeping staff and students safe	
Lead Person/Position	**Year of Training**
Keith Gephart	2025 2026

		2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	District PaTTAN	Paraprofessionals

Description of Training			
Vector Educational Essentials Course- Behavior Intervention Plan Overview			
Lead Person/Position		**Year of Training**	
Keith Gephart		2026 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training			
Vector Educational Essentials Course- Trauma Awareness			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training			
Vector Educational Essentials Course- Bullying and Students with Special Needs			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Transition

Description of Training			
Annual Review of IEP transition sections reviewing for quality and compliance			
Lead Person/Position		**Year of Training**	
Keith Gephart/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3.5	1	District	Special Education Teachers

Science of Literacy

Description of Training
Training special education staff on doing TDAs

Lead Person/Position		Year of Training	
Keith Gephart/Director of Special Education		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents Special Education Teachers

Description of Training			
95 % group training			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District Other	Special Education Teachers

Parent Training

Description of Training			
Parent Nights- Various presenters informing parents of services and supports available to them.			
Lead Person/Position		**Year of Training**	
Keith Gephart/ Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	7	District	Parents

IEP Development

Description of Training			
Writing Good IEP Goals: Looking at data and assessments to develop appropriate IEP goals			
Lead Person/Position		**Year of Training**	
Keith Gephart/Director of Special Education		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3.5	1	Intermediate Unit	Special Education Teachers

Description of Training			
Annual IEP development review: annual review for compliance			
Lead Person/Position		**Year of Training**	
Keith Gephart/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

Description of Training			
Developing IEPS for students with executive functioning needs			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Adaptations versus Modifications			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	General Education Teachers Special Education Teachers

The Special Education Referral Process

Description of Training			
Interventions prior to a special education referral			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	General Education Teachers

Description of Training			
Data needed for an evaluation			
Lead Person/Position		**Year of Training**	
Keith Gephart		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	General Education Teachers

Signatures & Affirmations

Approval Date

2025-04-28

Uploaded Files

- 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

Keith M. Konyk

Date

2025-06-03