

Forest City Regional SD  
**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

100 Susquehanna Street  
 Forest City, PA 18421  
 (570)785-2400  
 Superintendent: Jessica Aquilina  
 Director of Special Education: Angela Geyer

## Planning Committee

Name	Role
Jessica Aquilina	Administrator : Professional Education Special Education
Leeta Dennebaum	Administrator : Professional Education Special Education
Angela Geyer	Administrator : Professional Education Special Education
Christina Albright	Board Member : Professional Education Special Education
Bernice Lukus	Board Member : Professional Education Special Education
Michael Elia	Building Principal : Professional Education Special Education
Brian Kelly	Building Principal : Professional Education Special Education
Justin Stevens	Ed Specialist - School Psychologist : Professional Education Special Education
Michele Lesjack	Elementary School Teacher - Special Education : Professional Education Special Education
Ann Marie Brothwell	High School Teacher - Regular Education : Special Education
Bridget Moran	High School Teacher - Special Education : Special Education
Kim Kurtus	Parent : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 140

### *Identification Method*

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

The Forest City Regional School District evaluates students for a specific learning disability (SLD) based on the criteria outlined in IDEA (2004) regulations.

The ability-achievement discrepancy model is utilized by the district for the determination of a SLD.

### *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>

According to the 2015-2016 Special Education Data Report, four areas exist that are disproportionate to the state average that include the percent of special education, the percent of special education enrollment by disability under the category of Emotional Disturbance, the percent of special education enrollment by disability under the category of Specific Learning Disability, and the percent of special education enrollment by disability under the category of Speech or Language Impairment. The following chart represents the disproportionate categories in comparison to the state average.

Category	LEA	STATE
Percent of Special Education	18.4%	15.9%
Emotional Disturbance	11.6%	8.5%
Specific Learning Disability	47.8%	42.6%
Speech or Language Impairment	20.3%	15.0%

To address the disproportionate average of special education enrollment, the district revised its child study procedures to require more research-based interventions prior to special education referral. During the 2017-2018 school year, the district partnered with a school-based behavioral health team. The addition of behavioral health services provides greater support for students with

emotional disturbances. The revisions to the child study procedures, including revisions to the EI transition process, provide additional steps that enable the district to address students' needs prior to a multidisciplinary evaluation. An increase in research-based interventions and strategies are utilized within the child study procedures. Math and Reading interventions and Speech and Language strategies are used to address the disproportionate average of students with Specific Learning Disabilities and Speech or Language Impairments.

### *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?

A section 1306 facility does not exist within the boundaries of Forest City Regional School District. If a residential facility as defined Under Section 1306 of the School Code shall open within the geographic boundaries of Forest City Regional School District, the district will adhere to the following:

- FCR will establish a communication system with the facility/institution. The communication system will include a notification process for new student enrollments. Notification will take place no later than one business day for each new enrollment.
- FCR will submit PDE 4605 to the district of residence and request education records.
- FCR will ensure that the students in the 1306 facility have a range of educational placement options, including at the facility and in district schools.
- FCR will convene the IEP team to determine educational placement in the LRE. Parents will be given ample opportunities to participate in IEP team meetings, that include phone conferencing and digital conferencing.
- FCR will establish a process to communicate and inform districts of residence. The process will focus on student data, child find, progress reporting, and appointment of surrogate parents.
- FCR acknowledges that barriers may exist if a 1306 facility opens within the geographic boundaries of the school district. Barriers may include financing and staffing.

### *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).

A correction institution is not located within the boundaries of Forest City Regional School District. Given the event in which a facility would open within the boundaries of the school district, FCR is responsible to develop a system of on-going communication with the institution to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, offered FAPE.

#### **System of Oversight**

- FCR is responsible to comply with the child find obligations of IDEA.
- FCR will utilize appropriate evaluation procedures to determine eligibility for special education and to determine the educational needs of all students.
- In accordance with state and federal mandates, FCR will develop, implement, and review Individualized Education Programs for eligible students. Procedural safeguards will be provided to parents/guardians of students.
- IEP teams will determine the provision of FAPE.
- Public annual notice under Section 14.121 will be provided to the warden of each county jail or prison within the jurisdiction.

### *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.

### **Procedures**

IEP teams have been trained to include students to the maximum extent possible in the general education classroom before considering a more restrictive environment. IEP teams have been trained to consider a full range of supplementary aids and services for the development of appropriate programs. The full range of supplementary aids and services utilized by the district include the following categories: (a) Collaborative, (b) Instructional, (c) Physical, and (d) Social-Behavioral.

### **Replication of Successful Programs**

The district enhances the continuum of supports, services, and education placement options. To enhance the special education programs, the district utilizes site-based trainings that include the following areas:

- Transition (Indicator 13) training provided through PDE and NEIU19
- Therapeutic Aggression Control Techniques (TACT2) and therapeutic behavior management provided by Colonial Intermediate Unit 20
- Social skills curriculum consultation provided by a private agency and facilitate by the supervisor of special education
- Differentiated instruction training provided on site by district administrators
- Behavior management system training provided by PDE
- Tier intervention training provided by NEIU 19

### **SPP/Educational Environments**

According to the 2015-2016 Special Education Data Report, the district did not meet the SPP target within the following category: the percentage of students inside the regular class less than 40%. The SPP target in the category of the percentage of students inside the regular class less than 40%, is 8.5. The district's percentage in this category is 11.1.

To address the SPP target, the district is providing professional development in the areas of supplementary aids and services, specially designed instruction, and behavior support and intervention. Before placing students in more restrictive environments, full inclusion in general education with supplemental aids and services are considered.

The district provides programs on campus that include learning support, life skills support, emotional support, and partial hospitalization. Services are provided to students on campus that include, occupational therapy, physical therapy, speech and language therapy, vision support hearing support, transportation, and counseling. If students' needs can not be met within the

programs and services that are provided on campus, IEP teams determine the most appropriate and least restrictive placement.

### *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.

### **Summary of Behavior Support Services**

The Forest City Regional School District focuses on using positive behavior support techniques to prevent, teach, and reduce problematic behavior. The district's behavior support policy has established intervention processes and procedures with established levels of intervention. The policy emphasizes the interventions must be the least intrusive measures. Emergency procedures are established in the event of situations that appear threatening or dangerous.

#### **School Wide-Positive Behavioral Interventions and Supports (SW-PBIS)**

: SW-PBIS is utilized in the elementary school. SW-PBIS is a proactive approach to discipline that emphasized prevention, instruction on social skills, and data-based decision making to reduce problem behavior and improve academic performance. Rewards are a major component of the SW-PBIS program.

#### **Positive Approaches:**

Tiered levels of intervention are practiced throughout the district to support students who display behavioral problems. The district employs highly qualified professionals and trained paraprofessionals to provide support and services to students that require emotional support services. A certified school psychologist utilizes functional behavioral assessments to identify and address behaviors that require intervention for students with IEPs.

#### **De-escalation Techniques:**

Therapeutic Aggression Control techniques (TACT2) is practiced within the district. TACT2 provides behavioral intervention strategies that include de-escalation techniques and competency-based crisis intervention trainings to develop professional skills and professional judgment. TACT2 trainers are employed by the district. The TACT2 trainers provide de-escalation techniques to staff during scheduled in-services.

#### **Professional Development:**

Teachers and staff are trained in the following areas to support students who require behavioral interventions: Social Skills, Anger Management, Behavior Management, Behavioral Data Collection, Building Positive Behavior Plans, and TACT2.

#### **School-Based Behavioral Health Services:**

Forest City Regional School District partners with a behavioral health service provider to offer Community and School Based Behavioral Health (CSBBH). CSBBH supports students who have difficulty functioning in the school and other settings. The CSBBH team consists of licensed mental

health professionals and behavioral health workers. CSBBH services are provided to children and families and services extend to school, home and community settings.

### *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.

### **Programs/Services and Placement Options**

The district provides programs and services that include, learning support, life skills support, emotional support, speech and language therapy, and counseling. Programs and services through inter-agency collaboration include, emotional support, multi-handicapped support, life skills support, autistic support, therapeutic support, occupational therapy, vision support, orientation and mobility, and hearing support.

### **Procedures**

The Forest City Regional School District ensures FAPE for all students. IEP teams determine the most appropriate and least restrictive placement. The district utilizes an interagency approach to resolve and locate educational placement and services for hard to place students with disabilities. Through the interagency approach, NEIU and appropriate agencies convene and locate the appropriate placements for students. The district ensures parent participation is secured as part of the interagency approach.

### **Data Review and the Special Education Continuum**

Data will be reviewed and analyzed to determine gaps in the supports, services, and placement options available to students. Expansion to the continuum of supports, services, and placement options will be explored annually based on data review.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.



**Transition Program Highlights:**

- Community-Based Vocational Programs
- Community-Based Work Assessments
- School-Based Vocational Programs
- Job Coaching
- Job Shadowing
- Career Exploration Opportunities
- Transition Fairs
- Financial Aid Presentations
- Career Portfolio Development

**Research Based Programs:**

- Everyday Math
- American Reading Company
- Foundations
- 100 Book Challenge
- Social Skills

**Reading Interventions:**

- Double Dose Foundations
- American Reading Company Toolkits
- Wilson Reading System
- Wilson Fluency
- Road to the Code

**Professional Development:**

- Online Course for Paraeducators

- Curriculum Consultation
- TACT2

**Parent Training:**

- School-Based Presentations
- Online Resources
- Transition Fairs

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# Assurances

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## 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
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Wallenpaupack Area High School	Neighboring School Districts	Multiple Disabilities Support	1
NHS School Scranton	Other	Emotional Support/Autistic Support	1
Valley View High School	Neighboring School Districts	Partial Hospitalization/Emotional Support	1
Wallenpaupack Area High School	Neighboring School Districts	Partial Hospitalization/Emotional Support	1
Wayne Highlands Middle School	Neighboring School Districts	Partial Hospitalization/Emotional Support	1
CTC of Lackawanna County	Neighboring School Districts	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Plan Update

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.25
Locations:				
Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.25
Locations:				
Forest City Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Plan Update

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	10	0.7
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.3
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018*Reason for the proposed change:* Plan Update**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	5	0.3
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018*Reason for the proposed change:* Plan Update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 12	7	1
Justification: The classroom provides support for all elementary students who need life skills. Parental consent is established through IEP waivers.				
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 12	10	1
Justification: This segment outlines a partial hospitalization. Parental consent is established through IEP waivers.				
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan Update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	0.5
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.5
Locations:				
Forest City Regional Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan Update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	15	0.4
Locations:				
Forest City Regional Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.6
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan Update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	20	1
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan Update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	15	0.5
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	5	0.5
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018**Reason for the proposed change: Plan Update*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 21	10	1
Justification: The classroom provides support for students in grades 7-12. Parental consent is established through IEP waivers.				
Locations:				
Forest City Regional Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	15	0.5
Justification: Services are provided to students in grades K-12. Students outside of the regulatory age range are not included in the same room at the same time.				
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	15	0.5
Justification: Services are provided to students in grades K-12. Students outside of the regulatory age range are not included in the same room at the same time.				
Locations:				
Forest City Regional Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	1
Psychologist	District Wide	1
Paraprofessionals	Elementary	1
Paraprofessionals	High School	1



### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	30 Minutes
Vision Therapy	Intermediate Unit	1 Hours
Hearing Support	Intermediate Unit	30 Minutes
Occupational Therapy	Intermediate Unit	5 Hours
Physical Therapy	Intermediate Unit	30 Minutes

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# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	To ensure that students identified with Autism are educated in the least restrictive environment and are provided the necessary accommodations based on individual needs, the district will conduct annual professional development on the topic of Autism. Subtopics will include, social skills, interpersonal skills, and behavior management.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	12
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Increase in the use of strategies and interventions for students with Autism.
<b>Research &amp; Best Practices Base</b>	Information in this section is not required to be entered for this plan.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

## Behavior Support

<b>Description</b>	Professional development is provided to all staff members in the area of Behavior Support and Management. Training will be provided in the following areas: positive behavior support plans, research-based behavioral interventions, progress monitoring, data-collection, de-escalation techniques, classroom management, and conflict resolution.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	12
<b>Provider</b>	School District
<b>Provider Type</b>	School District, PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Effective classroom management</li> <li>• Increase in behavioral strategies and interventions</li> <li>• Effective de-escalation techniques</li> </ul>
<b>Research &amp; Best Practices Base</b>	Information is not required to be entered in this section for this plan.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and</p>

<b>roles</b>	learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Review of Positive Behavior Support Plans
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

## Paraprofessional

<b>Description</b>	To maintain the highly qualified status of paraeducators, a minimum of 24 hours of professional development will be provided annually. Topics covered will include, Autism, early learning strategies, ethics and responsibilities, behavior management, and disability categories.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	20
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity and Online Programming
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The knowledge gained will increase best practice and strategies to better support the needs of students.
<b>Research &amp; Best Practices Base</b>	Information entered in this section is not required for the special education plan.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Online Program</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Review of individual assignments submitted to the online program</p>

### Reading NCLB #1

<b>Description</b>	The special education department will receive annual training in the area of Reading. The following subtopics will be addressed: Reading Interventions, AimsWeb data and Assessments, and Progress Monitoring.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Knowledge gained includes utilizing student data to build IEP goals and objectives and increasing reading strategies for struggling learners.
<b>Research &amp; Best Practices Base</b>	Information is not required to be entered in this section for the special education plan.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on</p>

	<p>effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Progress monitoring reports</p>



## Transition

<b>Description</b>	Forest City Regional School District has implemented a rigorous transition program. Staff training in the area of transition will include the following topics: writing effective transition programs, community resources and programs, agency involvement, career exploration, interest and vocational inventories, and transitional-based assessment procedures.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District/NEIU19
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate</p>

	<p>data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Review of Transition IEPs</p>
<b>Evaluation Methods</b>	<p>Review of written reports summarizing instructional activity</p> <p>Indicator 13 data review</p>

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

DRAFT