

Profile and Plan Essentials

LEA Name		AUN
Forest City Regional SD		119583003
Address 1		
100 Susquehanna Street		
Address 2		
City	State	Zip
Forest City	PA	18421
Director of Special Education Name		
Michelle Lesjack		
Director of Special Education Email		
mlesjack@fcrsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
570-785-2444		
Chief Administrator Name		
Mr Daniel L Gilroy		
Chief Administrator Email		
dgilroy@fcrsd.org		

Special Education Students

Total Number of Students Receiving Special Education 187

School District Total Student Enrollment 785

Percent of Students Receiving Special Education 23.8

Steering Committee

Name	Position/Role	Building	Email
Daniel Gilroy	Superintendent	Forest City Regional SD	dgilroy@fcrsd.org
Michelle Lesjack	Director of Special Education	Forest City Regional SD	mlesjack@fcrsd.org
Michael Zack	Building Principal	Forest City Regional El Sch	mzack@fcrsd.org
Cassandra Stout	Building Principal	Forest City Regional HS	cstout@fcrsd.org
Bernice Lukus	Board Member	Forest City Regional SD	blukus@fcrsd.org
Mary Emmett	Board Member	Forest City Regional SD	memmett@fcrsd.org
Justin Stevens	Other	Forest City Regional SD	jstevens@fcrsd.org
Amy Febbo	Special Education Teacher	Forest City Regional HS	afebbo@fcrsd.org
Kerry Lombardi	Special Education Teacher	Forest City Regional El Sch	klombardi@fcrsd.org
Jocelyn Olsommer	Parent	Forest City Regional HS	jolsommer@fcrsd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Public School Enrollment	Public School Enrollment Improvement Plan: Foundations instruction implemented in grades K-3 Targeted instruction based upon data Intervention and Enrichment period daily in grades K-6 with targeted interventions based upon data and collaboration between regular and special education teachers Progress reports sent home mid marking period Differentiated instruction training for all teachers Child study meeting held weekly iReady intervention/enrichment in grades K-8 Mental health support for students through 3 guidance counselors, social worker, outpatient therapist and CSBBH team

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

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 to ensure all students who may be eligible for special education are located, identified, evaluated and when deemed eligible, offered FAPE. 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 educational 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, which include phone conferencing and digital conferencing. *FCR will establish a process to communicate and inform districts 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. *FCR will ensure a certified special education teacher is providing services.

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

FCR will establish a communication system with the 1306 facility. This will include a notification process for new student enrollments. FCR will submit a PDE 4605 to the district of residence and request educational records. FCR will ensure that students in the 1306 facility have a range of educational options and a certified special education teacher, including at the facility and district school. FCR will convene the IEP team to determine educational placement in the LRE and identify and calculate a path for transition back to school. Parents will be given ample opportunities to participate in IEP team meetings, which include phone conferencing and digital conferencing. FCR will establish a process to communicate and inform districts and inform districts of residence. The process will focus on student data, child find, progress reporting and appointment of surrogate parents. FCR will conduct a meeting with all staff involved with the student. A positive behavior plan and strategies will be established for the successful transition.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

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

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

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 aides and services for the development of appropriate programs. The district has made improvements in the areas of LRE. FCR had 77.2% of student in regular education classes for 80% or more of the day in 2020-2021. The 2021-2022 data indicates we have increased that percentage to 80.6%. During our last Special Ed Plan, an area that needed improvement was the number of students in the regular education classroom for less than 40% of their day. In 2020-2021, that percentage was 14.8%, which was above the state average. In 2021-22, we have reduced that number to 8.8%, which is now meets the SPP/APR target. We were able to reduce the number of special education students inside the regular class less than 40% of the day by providing professional development in the area of supplementary aides 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. As for students in other settings, in 2020-2021, we had 4.8% of our students in other settings. That number has increased to 6.5% and is now above the state target. The district is working on evaluating our programming and providing additional supplemental and full time programs within our district so we can bring back some of those students in out of district placements.

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

The full range of supplementary aides and services utilized by the district include the following categories: collaborative, instructional, physical and social -behavioral. The district practices the use of supplementary aides and services by working together to support the needs of all students. This practice includes, collaboration among team members, co-teaching, modified curricular goals, differentiated instruction, using adaptive equipment, using assistive technology, providing sensory materials, providing researched based supplementary materials, social skills instruction, and individualized behavior support plans. The Forest City Regional School District provides daily instruction in Mathematics, English Language Arts and Social Emotional Learning and interventions three days a week to all elementary students. Student groupings are identified through grade level data analysis of standardized local assessments. The elementary school counselors provides additional instruction during the year on social-emotional needs and developing social skills. Positive Behavior Interventions and Supports (PBIS) is utilized in both the elementary and high school levels. Math, ELA and Social Emotional Interventions occur district wide based upon student identification through Child Study meetings and data analysis. Student Assistance Programs (SAP) and School Based Behavioral Health as well as Mental Health Outpatient Therapy are available district wide to all students requiring services.

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

The district enhances the continuum of support services, and education placement options. The district utilizes site based trainings that include the following areas: transition, indicator 13, training provided through PDE and NEIU 19, TACT2 and therapeutic behavior management by certified train the trainers yearly, social skills curriculum facilitated by administration staff, differentiated instruction training and supports provided by district administrators, behavior management system training provided by PDE. The Forest City Regional School District provides interventions for all students at the elementary level. Professional staff participate in training to support student behavior by focusing on prevention, de-escalation, crisis management and post-crisis techniques. School staff have been trained on IDEA, LRE and Autism. Students Pre-K -12 participate in the PBIS system. The Forest City Regional School District works closely with NEIU #19 to facilitate SETT framework for students that require additional supports to be successful in the general education environment. The NEIU is requested to facilitate these meetings if deemed necessary or requested by the student's family.

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

All students have the opportunity to participate in extra curricular activities and when necessary a paraprofessional or a peer mentor will be utilized and in addition transportation will be provided when needed. The district supplies the same supplementary aides and services that are required for academic success for students with special needs. Extra curricular activities are differentiated to meet all student's needs and when necessary to incorporate technology, physical supports and adaptations. Support and training are supplied to staff to ensure successful participation of all students.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

All district students enrolled in private institutions are welcomed to participate in any extra curricular activity offered by the school district. Occasionally staff scheduling has to be revised in order to meet a student's needs in a private institution. The district makes every attempt possible to communicate and collaborate with private institutions on the importance of inclusion. The district has a strong relationship with the local private institutions.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district is currently exploring the possibility of establishing more programs to best fit all students needs. Our current need is to strengthen our continuum of emotional support services, especially supplemental and full time emotional support in the grades 7-12. The district has many components in place but is exploring options to expand opportunities for students with emotional needs to be

successful. The district has also opened a k-3 autistic support classroom for the 2023-24 school year. This is our first autistic support classroom and it has allowed students that would have otherwise been placed out of our district to remain within our building and receive appropriate services, education and supports.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western PA School for the Deaf	Approved Private School (APS)		Private Facility	Deaf and Hard of Hearing Support	1
NEIU Learning Campus	Other		NEIU 19	Emotional Support	2
New Story	Licensed Private Academic		Private Facility	Autistic Support	4
Merakey	Other		Private Facility	Emotional Support	2
NEIU Learning Campus	Other		NEIU 19	Autistic Support	2
New Story	Approved Private School (APS)		Private Facility	Emotional Support	2
Moscow Elementary School	Other	Public School	NEIU 19	Multiple Disabilities Support	1
Wallenpaupack Middle School	Other	Public School	Wallenpaupack SD	Emotional Support	1

Positive Behavior Support

Date of Approval

2014-06-23

Uploaded Files

Behavior Support Policy.pdf

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

The district supports the emotional and social needs of students with disabilities through a variety of programs. Second Step is taught to all students in grades PreK through 6 and Second Step is taught to all students in grades 7-8. PBIS is utilized in the elementary and high schools. PBIS is a proactive approach to discipline that emphasizes prevention, instruction on social skills, and data-based decision making to reduce problem behavior and improve academic performance. Daily, weekly and monthly rewards are a major component of the PBIS program. An additional guidance counselor as well as a social worker was hired in 2021 to meet the social/emotional needs of our students. 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. FCRSD also has a licensed social worker that works closely with our CSBBH team. During the 2023-24 school year FCR also implemented an IOP (Intensive Out Patient) classroom with a therapist. The students in this classroom have access to group and individual therapy sessions as well as support from the special education teacher and access to regular education classes. This therapist is also able to see other students for out patient therapy.

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.**

Staff has been trained in school wide PBIS and TACT2. TACT2 is train the trainer on a yearly basis. PBIS data collection is examined by staff during child study meetings to progress monitor a student's progress in the behavior support program. PBIS is a daily school wide program that models appropriate behavior for students. Staff is trained in check-in/check-out procedures that are utilized when students are not responding to PBIS and need further interventions.

3. **Describe the district positive school wide support programs.**

PBIS is utilized in the elementary and high schools. PBIS is a proactive approach to discipline that emphasizes prevention, instruction

on social skills, and data-based decision making to reduce problem behavior and improve academic performance. Daily, weekly and monthly rewards are a major component of the PBIS program. Behavioral expectations for students are clearly defined and taught, appropriate behaviors acknowledged, data is collected and analyzed, and individual support is provided to students in need. A PBIS handbook has been developed and distributed to all parents and staff.

4. Describe the district school-based behavior 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. FCRSD also has a licensed social worker that works closely with our CSBBH team. During the 2023-24 school year FCR also implemented an IOP (Intensive Out Patient) classroom with a therapist. The students in this classroom have access to group and individual therapy sessions as well as support from the special education teacher and access to regular education classes. The district also utilizes screeners on student district wide to assess any mental health needs. Students in grades PreK-8 are screened using the Strengths and Difficulties Questionnaire (SDQ). Students in grades 9-12 are screened using the BASC3BESS with active parent consent.

5. Describe the district restraint procedure.

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 judgement. TACT2 trainers are employed by the district. The TACT2 trainers provide de-escalation techniques to staff during annual scheduled in-services. In the event of a restraint at FCR, the school district would document the use of restraint procedures in the present levels of functional performance and develop specially designed instruction for students at risk of requiring restraints. All IEPs for students with restraints will also indicate other component of crisis management, including prevention and de-escalation strategies. The prevention and de-escalation strategies include instructional components for students while not in crisis. Restraints for all students with disabilities are submitted to the RISC system in Leader Services for quarterly review.

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 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. 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 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. The district will conduct a Cordero meeting whenever it feels a risk of going beyond the 30 days of instruction in the home. The team will develop a plan for appropriate placement for the student. After reviewing the SES reporting data, we have no students that have a substantial risk of waiting for an appropriate educational placement for more than 30 days.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Silfee	Elementary	Full-time (1.0)	12/27/2023 11:03 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Borosky	Secondary	Full-time (1.0)	12/27/2023 10:49 AM

Building Name		
Forest City Regional HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Febbo	Secondary	Full-time (1.0)	12/27/2023 11:12 AM

Building Name		
Forest City Regional HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.35

Building Name	
Forest City Regional HS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shino	Elementary	Full-time (1.0)	12/27/2023 10:51 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bollinger	Elementary	Full-time (1.0)	12/27/2023 10:52 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
The classroom provides support for all elementary students who need life skills. Parental consent is established through IEP waivers.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Pope	Secondary	Full-time (1.0)	12/27/2023 10:52 AM

Building Name
Forest City Regional HS
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
All students will not be included in the room at the same time.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Loch	Elementary	Full-time (1.0)	12/27/2023 10:55 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Morahan	Secondary	Full-time (1.0)	12/27/2023 11:13 AM

Building Name		
Forest City Regional HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Forest City Regional HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lombardi	Elementary	Full-time (1.0)	12/27/2023 10:56 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zack	Elementary	Full-time (1.0)	12/27/2023 10:59 AM

Building Name		
Forest City Regional El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supon	Elementary	Full-time (1.0)	12/27/2023 11:13 AM

Building Name		
Forest City Regional El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Special Education Facilities

Building Name		Room #
Forest City Regional HS		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 37 feet, 0 inches	888sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		409
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		

2022-06-08
Uploaded Files

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		301
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 42 feet, 0 inches	1008sqft	36
Implementation Date		
2022-06-08		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional HS		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 27 feet, 6 inches	673sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		403
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-08		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Forest City Regional HS		128B
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 14 feet, 0 inches	364sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		408A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
Implementation Date		
2022-06-08		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Forest City Regional El Sch		414
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 39 feet, 0 inches	975sqft	34
Implementation Date		
2022-06-08		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional HS		128A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 14 feet, 0 inches	364sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional HS		229
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 6 inches	697sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		408B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Forest City Regional El Sch		510
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2023-08-29		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Forest City Regional El Sch		406
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2023-08-29		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	17	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	3	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Educating the Student with Autism Spectrum Disorder			
Lead Person/Position		Year of Training	
Michelle Lesjack/ Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS - Review of current plan, ongoing work of committee groups, preparation for the first week of school.			
Lead Person/Position		Year of Training	
Larissa Valonis/ School Counselor		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
TACT2			
Lead Person/Position		Year of Training	
Michelle Lesjack/ Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Special Education Teachers

Paraprofessional

Description of Training			
CPR/First Aid Training			
Lead Person/Position		Year of Training	
Jake Erdmann/Teacher		2025	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Professional Learning and Ethical Practice			
Lead Person/Position		Year of Training	
online		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
What OVR has to Offer			
Lead Person/Position		Year of Training	
Shannon Yackabovitz/OVR Counselor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents Special Education Teachers

Science of Literacy

Description of Training			
Reading Apprenticeship			
Lead Person/Position		Year of Training	
Sunny Minelli/Cassandra Stout/ Principal		2024	
Hours Per Training	Number of Sessions	Provider	Audience

6	1	Intermediate Unit	General Education Teachers Special Education Teachers
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Description of Training			
American Reading Company			
Lead Person/Position		Year of Training	
Kathy Oscario/Michael Zack/ Principal		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Overview of the FCR Curriculum			
Lead Person/Position		Year of Training	
Michael Zack/Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Community Resources for Transitioning to Adult Life			
Lead Person/Position		Year of Training	
Michelle Lesjack/ Special Education Director		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

IEP Development

Description of Training			
IEP documentation procedures for ESY, Assistive Technology, Adapted PE and IEP revisions			
Lead Person/Position		Year of Training	
Michelle Lesjack/Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Online/Teacher lead		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-20

Uploaded Files

Special Ed Plan Signature.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Louis J. Zefran

Date

