

Fannett-Metal SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

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## Demographics

14823 Path Valley Road  
 P.O. Box 91  
 Willow Hill, PA 17271  
 (717)349-7172  
 Superintendent: David Burkett  
 Director of Special Education: Holly Varner

## Planning Committee

| Name                | Role   |
|---------------------|--|
| David Burkett       | Administrator : Professional Education Special Education                           |
| Stephanie Shoemaker | Administrator : Professional Education Special Education                           |
| Dave Zula           | Administrator : Professional Education Special Education                           |
| Holly Varner        | Ed Specialist - Other : Professional Education Special Education                   |
| Ron Deguffroy       | Ed Specialist - School Psychologist : Professional Education Special Education     |
| Nikki Burdge        | Elementary School Teacher - Regular Education : Special Education                  |
| Tom Otis            | High School Teacher - Special Education : Professional Education Special Education |
| Daniel Simpson      | Parent : Special Education   |
| Heather Sites       | Parent : Special Education   |

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 83

### *Identification Method*

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

The Fannett-Metal School District utilizes the discrepancy model for the identification of special needs students within the district. With the discrepancy model, a child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation, and/or mathematics problem solving. This is a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade determined not to be primarily the result of other factors (vision, hearing, orthopedic impairments, intellectual disability, culture, environment, limited English proficiency). This identification is one step in the overall district model to support student need, which also includes:

- Annual Public Notice provided at a variety of locations including local papers, the district web-page, and at each district office in pamphlet form.
- Although FMSD does not subscribe to the RTII method of identification of special education students, components of this model are in place. Local and state assessment data is reviewed weekly by grade level data-teams with the goal of intervening with students who demonstrate need.
- In addition to long-standing local assessments, FMSD has implemented Classroom Diagnostic Testing (CDT). It is hoped that this information will further assist classroom staff to identify and remediate academic deficiencies within the regular education setting.
- Students demonstrating various risks factors for academic, social, or behavioral deficits such as poor attendance, failing grades, peer conflicts, and office disciplinary referrals are to be processed through the Check and Connect program within the middle school and high school.
- As part of weekly data analysis, students who do not respond to routine classroom interventions are to be referred to the Instructional Support Team (IST) for additional support and intervention development.

- The IST is generally comprised of the classroom teacher(s), principal, parent, school psychologist, school counselor, and any other needed specialist who may have valuable input on helping the student directly or providing resources to the family.
- If the IST is not successful in meeting the student's need through regular education accommodations and supports, a referral for special education evaluation is made.
- A parent or legal guardian may, at any time, request an evaluation and there is no requirement that the student proceed through the IST.
- Students found ineligible for special education will be considered for Section 504 eligibility.
- All evaluative, remedial, and support services are provided free to the child's family.

### ***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>

Not significantly disproportionate.

### ***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?

There is no facility within the Fannett-Metal School District. If there was a facility located within the Fannett-Metal School District, the district would comply with the requirements of IDEA 2006 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code. A collaborative effort between the FMSD and the 1306 facilities would be attained to allow for Child Find and FAPE to be provided for all students who qualify for Special Education services.

### ***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).

The Fannett-Metal School District does not have a facility for incarcerated students within the geographic boundaries of the district nor do we have any students currently sentenced to a correctional facility. However, if FMSD would have students incarcerated, the district would take responsibility to ensure that FAPE is offered to each student who is eligible for Special Education services within a correctional facility. However, should the need arise, the FMSD would comply with all Child Find obligations of IDEA in the event that one of our students would become incarcerated. All evaluation procedures and reviews of an incarcerated student's educational programming would be completed in a timely manner to allow for his/her educational needs and programming to be met. All documents needed (RR, IEP, NOREP, FBA, PBSP, etc.) would be completed and compliant for each student in which qualified for Special Education services. FAPE would be provided.

### ***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.

#### **1. Fannett-Metal School District ensures that children with disabilities are included with regular education peers to the maximum extent possible by:**

- Every effort is made to remediate student need before special education is needed. The primary vehicle for this is Check and Connect and the Instructional Support Team (IST) process.
- For those students who are identified as eligible and in need of specially designed instruction, full-time regular education with supplemental aides and services is always the first consideration.

- The district currently has 10 co-taught classes at the middle and high school as a means of increasing the availability of regular education peer interaction. With these co-taught classes, the high school has implemented the opportunity for full integration with regular education peers.
- For students whose needs exceed the accommodations of the co-taught classroom, intensive Learning Support services are available.
- Each day, regular and special education faculty are afforded Professional Learning Community time to consult on students of concerns.
- District and student schedules have been altered to include academic enrichment with regular education students instead of support periods with special education only peers.
- Parental wishes are always considered when making inclusion decisions.
- Personal Care Assistants and Paraeducators provide intensive one on one support to students who might otherwise require a significantly more restrictive placement.
- Staff training on co-teaching has been provided.

## **2. Replication of successful programs:**

- Fannett-Metal is embracing the co-teaching model. As mentioned above, there have been 10 co-taught classes for the 2017-2018 school year.
- Staff have been trained in co-teaching and Guided Reading is implemented K through 5 on a daily basis.
- The elementary school (K-5) utilizes a formally structured Professional Learning Community Calendar as a vehicle to discuss and program for student need. Furthermore, as need arises, staff collaboration days and data analysis days may be used when appropriate for developing a variety of needed student interventions.
- At the middle school level, regularly scheduled daily team meetings occur where student need and interventions are developed as concerns arise.
- At the high school level, regularly occurring student-centered staff meetings are replaced by referral to Check and Connect and the Student Assistance Program as student specific concerns develop. Staff consultation at the high school level for issues of concern is available daily as needed.
- Administrative level training, philosophy, and expectation for pre-referral intervention and maximum regular education integration for identified special education students is part of the district's culture.
- Although RTII is not utilized for special education identification it has become an integral part of data analysis and program modification as well as the IST process.
- School-Wide Positive Behavior Support is fully implemented within the elementary school.

### 3. SPP Target and out of District placements:

- SPP Target - District meet the target for SE Inside Regular Education Class 80% or more as of the December 1, 2016 Child Count. Improvement by the district on meeting this target was addressed through increased availability of co-taught courses, scheduled Academic Enrichment class periods, use of Personal Care Assistants, and support provided by Paraprofessionals. In past years, this target was not met.
- Educational placement of students outside the neighborhood school is very low and is currently utilized for students diagnosed with Autism who require intensive levels of support or for behaviorally disordered youth who represent a significant disruption to the educational environment. Collaboration with Lincoln Intermediate Unit No. 12, county-based agencies, and neighboring school districts has been used historically when unique circumstances arise and off campus placement may be needed.

### *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.

The Fannett-Metal board policy 113.2 includes required regulatory components for positive behavior support. This policy is aligned with all provisions of IDEA 2006 and PA 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavioral support programs and allow all students to be free from demeaning treatment, usage of aversive techniques, and unreasonable usage of restraint.

Fannett-Metal utilizes SWPBS in grades K through 5. The school district receives support from the Lincoln Intermediate Unit 12 staff for technical support for the SWPBS program.

The district utilizes the Nonviolent Crisis Intervention (CPI) model to de-escalate potentially aggressive student as well as to control a student who may be having a behavioral emergency. The district provides regularly scheduled training to staff as needed for continuation of CPI certification and a yearly refresher course of these techniques is included within that training. The overall goal is to never restrain a student.

As part of the ER/RR/IEP process, students who exhibit a pattern of behavior that impedes the

learning for self or others have a Functional Behavioral Assessment, Positive Behavior Support Plan, Specially Designed Instruction, and if needed a Crisis Plan developed to address their unique behavioral challenges. If a student has a PBSP, these items are addressed within the IEP.

The FMSD also provides School-Based Mental Health Services through an agreement with TrueNorth Wellness Services who provides a licensed therapist on campus one day per week. This professional provides individual, group, and family therapy.

### ***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.

Fannett-Metal is an extremely small, rural and geographically isolated school district. Through existing supports and creative on-campus programming, the district has been able to provide for the needs of its special education students. However, there are several challenges that currently exist when providing FAPE to especially involved students.

- Isolated location.
- Staff size.
- Budget limitations.
- High need transient students.
- Socio-Economic-Status and culture of the district population.
- Transportation needs and requirements.
- Multiple foster homes (CRR).
- Neighboring districts have reduced their participation with Lincoln Intermediate Unit No. 12 thereby affecting availability of fair share programs.
- Distance from the district to off-campus programs.
- Significant increase in students identified as homeless. Currently 1% of the district population.

- There no longer is a partial hospitalization program within Franklin County.

**1. For students that are difficult to program for, the district utilizes the following analysis to insure FAPE:**

- Regular education with supplemental aides and services is the first option considered for all special education students. This may include such things as assistive technology, modification and adaptations to the curriculum, environmental alterations, Title 1 reading and math programs K-5, or the use of personal care assistants.
- Should a student require more support than available within a fully inclusive program, it becomes the IEP team's duty to review and provide options to the parent as to what additional services may be needed. This may include such things as academic schedule alterations so direct instruction is provided by a special educator, a reevaluation to gather additional information for programming decisions, or consideration of programs offered at other locations or neighboring districts.
- Historically, FMSD parents have insisted that their children remain at the home school regardless of the degree of need presenting. Given the isolation of the campus, the district consistently attempts to provide needed supports and services in order to maintain the students in their neighborhood school. This information allows for the Least Restrictive Environment to be reviewed and allows for student need to be met through the decision making abilities of the IEP team.

**2. FMSD believes the following programs, services and placements to be necessary for our students success:**

- Co-taught classes for all high school students, with some also available in the middle school.
- Intensive learning support for students who need such services.
- Use of district provided personal care assistants for our students.
- The district's willingness to providing in-house programming for students with intensive needs.
- School-Wide Positive Behavior Support K-5.
- LIU 12 contracted Occupation, Speech, Hearing, and Physical Therapy services.
- LIU 12 contracted psychological services and special education coordination services.
- Utilization of River Rock Academy and the Tuscarora School District alternative education programs.
- Educational and therapeutic services provided at the Franklin Learning Center.

- Technical assistance and support through PaTTAN and LIU 12.
- On-going professional collaboration, referral and consultative services provided by Women in Need, Children and Youth Services, The Student Assistance Program, Children & Adolescent Services and Support Program, and Service Access Management, Inc.
- TrueNorth Wellness Services school-based mental health on campus for grades K through 12.
- Full-time school counselor for grades K-5 and 6-12.
- Franklin County Career and Technology Center.
- Service Learning opportunities
- Anti-Bullying incentives (e.g. Healthy Community Partnerships, Army-Anti Bullying Presentation & Mentoring Program, Byrnes Health Education Center).
- Structured Intervention & Enrichment time.

**3. Currently, there are no plans to expand the continuum of services during the life of this plan.**

- Continued discussion at the administrative level on ways to improve the co-taught experience to more fully utilize differentiated instruction to parallel the rigor of the regular education curriculum.
- On-going consideration for expanding and enhancing co-taught offerings K-12.
- The FMSD works with LIU 12 for services in which there is a low incidence, such as: blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. If there would be a need for services to be provided within the district, qualified personnel would be attained to allow for appropriate educational programming to be designed and implemented.

### ***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.

The Fannett-Metal School District is proud of its commitment to serve and support our special needs students and their families.

### **Strengths and Highlights:**

- Ability to appropriately program for complex needs students on campus.
- Development of a school based coffee shop staffed by students with complex needs.
- Opportunities for community-based instruction for students with complex needs.
- Continued affiliation with TrueNorth Wellness Services to provide school-based mental health services.
- Small family-like campus.
- Frequent parent/staff involvement within the community.
- Improved efficiency and accuracy of special education documents.
- Increased number of co-taught classes.
- Crisis and de-escalation training to all special education staff, key administrators, specialists, counselors, and therapists.
- Assisting parents with obtaining needed off campus services.
- Collaboration with multiple LIU professionals including behavior consultants, assistive technology specialists, the autism consultation team, curriculum specialists and others that can provide technical assistance.
- Development of career education and family consumer science classes in which identified students participate.

### **How does the district provide training to staff, faculty and parents:**

The district utilizes a variety of methods to provide training to stakeholders. For example:

- On-campus direct instruction to staff for crisis and de-escalation training.
- CPR and First Aid training for Personal Care Assistants.
- Attendance at PaTTAN for various Special Education Trainings.
- District wide Sign Language In-service offered.
- Direct one on one information sharing and consultation with parents on a variety of topics.
- Information sharing through the dissemination of written and electronic material.
- Attendance at the PASA Scoring Conferences.
- Trainings through LIU 12 Special Education Advisory Council



- Consultation with LIU specialists or direct training with staff and/or parents on individualized topics.
- Webinars, video conferences, and phone conferences on a host of topics.
- Graduate courses for faculty on relevant topics as approved.
- The availability of staff to access a professional library which contains instructional information on academic and behavioral interventions.



# 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 |
|---------------|------------------|-----------------|---------------------------|
|---------------|------------------|-----------------|---------------------------|

|  |                              |   |   |
|--|------------------------------|---|---|
| River Rock Academy                                       | Other                        | Alternative Education Services          | 3 |
| Franklin Learning Center                                 | Special Education Centers    | Full-Time Autistic Support              | 2 |
| LIU Autism Classroom within James Buchanan Middle School | Neighboring School Districts | Autism Support                          | 1 |
| Franklin Learning Center                                 | Special Education Centers    | Full-Time Multiple Disabilities Support | 1 |

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 18, 2016

#### PROGRAM SEGMENTS

| Type of Support   | Level of Support                     | Age Range   | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%)  | Learning Support                     | 13 to 16  | 8        | 1   |
| Justification: Student needs and functional ability and the location of the classroom |                                      |   |          |     |
| Locations:  |                                      |   |          |     |
| Fannett-Metal Middle/High School  | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 17, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

| Type of Support  | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Itinerant  | Learning Support         | 11 to 16  | 12       | 1   |
| Justification: Students are in grades 6, 7, and 8. Their needs can be met in this classroom setting. |                          |   |          |     |
| Locations:   |                          |   |          |     |
| Fannett-Metal Middle School  | A Middle School Building | A building in which General Education programs are operated |          |     |

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 17, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support                                    | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant  | Learning Support              | 14 to 18  | 18       | 1   |
| Justification: Students are in grades 9 through 12 |                               |   |          |     |
| Locations:   |                               |   |          |     |
| Fannett-Metal High School                          | A Senior High School Building | A building in which General Education programs are operated |          |     |

**Program Position #4**

*Operator:* School District

**PROGRAM SEGMENTS**

| Type of Support  | Level of Support              | Age Range   | Caseload | FTE  |
|--|-------------------------------|---|----------|------|
| Itinerant  | Learning Support              | 8 to 11   | 5        | 0.29 |
| Justification: Students range from grade 2 to grade 5; are not in room together for same instruction |                               |   |          |      |
| Locations:   |                               |   |          |      |
| Fannett-Metal 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 11   | 10       | 0.71 |
| Locations:                                     |                               |   |          |      |
| Fannett-Metal Elementary                       | An Elementary School Building | A building in which General Education programs are operated |          |      |

**Program Position #5 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 17, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support   | Level of Support              | Age Range   | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant   | Speech and Language Support   | 6 to 10   | 17       | 0.4 |
| Justification: Speech and Language Services are provided within the Elementary School for grade K-5. The Speech and Language Therapist meets with the students individually or in small age appropriate/grade appropriate groups. |                               |   |          |     |
| Locations:  |                               |   |          |     |
| Fannett-Metal Elementary  | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #6**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

| Type of Support  | Level of Support              | Age Range  | Caseload | FTE |
|--|-------------------------------|--|----------|-----|
| Full-Time Special Education Class  | Autistic Support              | 7 to 9   | 9        | 1   |
| Justification: Students are in grades 1 through grade 4. Additional supports and staff are given within the classroom. |                               |  |          |     |
| Locations:   |                               |  |          |     |
| Franklin Learning Center   | An Elementary School Building | A special education Center in which no general education programs are operated |          |     |

**Program Position #7**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

| Type of Support  | Level of Support         | Age Range  | Caseload | FTE |
|--|--------------------------|--|----------|-----|
| Full-Time Special Education Class  | Autistic Support         | 13 to 16   | 9        | 1   |
| Justification: Students are in grades 6 through 11, additional staffing within classroom to assist with students |                          |  |          |     |
| Locations:   |                          |  |          |     |
| Franklin Learning Center   | A Middle School Building | A special education Center in which no general education programs are operated |          |     |

**Program Position #8 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class and Position

Implementation Date: August 18, 2016

**PROGRAM SEGMENTS**

| Type of Support                   | Level of Support         | Age Range   | Caseload | FTE |
|-----------------------------------|--------------------------|---|----------|-----|
| Full-Time Special Education Class | Autistic Support         | 11 to 15  | 6        | 1   |
| Locations:                        |                          |   |          |     |
| James Buchanan Middle School      | A Middle School Building | A building in which General Education programs are operated |          |     |

**Program Position #9 - Proposed Program**

Operator: Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 18, 2016

**PROGRAM SEGMENTS**

| Type of Support    | Level of Support              | Age Range   | Caseload | FTE |
|--------------------|-------------------------------|---|----------|-----|
| Itinerant          | Emotional Support             | 16 to 18  | 12       | 1   |
| Locations:         |                               |   |          |     |
| River Rock Academy | A Senior High School Building | A building in which General Education programs are operated |          |     |

**Program Position #10 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 17, 2017

**PROGRAM SEGMENTS**

| Type of Support                   | Level of Support              | Age Range  | Caseload | FTE |
|-----------------------------------|-------------------------------|--|----------|-----|
| Full-Time Special Education Class | Multiple Disabilities Support | 5 to 7   | 8        | 1   |
| Locations:                        |                               |  |          |     |
| Franklin Learning Center          | An Elementary School Building | A special education Center in which no general education programs are operated |          |     |

**Program Position #11 - Proposed Program**

Operator: Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 18, 2016

**PROGRAM SEGMENTS**

| Type of Support    | Level of Support              | Age Range   | Caseload | FTE |
|--------------------|-------------------------------|---|----------|-----|
| Itinerant          | Emotional Support             | 15 to 17  | 11       | 1   |
| Locations:         |                               |   |          |     |
| River Rock Academy | A Senior High School Building | A building in which General Education programs are operated |          |     |

**Special Education Support Services**

| Support Service          | Location                    | Teacher FTE |
|--------------------------|-----------------------------|-------------|
| Paraeducators            | Fannett-Metal Middle School | 1           |
| Paraeducator             | Fannett-Metal High School   | 1           |
| Personal Care Assistants | Fannett-Metal Middle School | 1           |
| Personal Care Assistants | Fannett-Metal High School   | 1           |
| Paraeducator             | Fannett-Metal Elementary    | 1           |

**Special Education Contracted Services**

| Special Education Contracted Services | Operator           | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Coordinator of Special Education      | Intermediate Unit  | 3 Days               |
| School Psychologist                   | Intermediate Unit  | 3 Days               |
| Occupational Therapist                | Intermediate Unit  | 1 Days               |
| Physical Therapist                    | Intermediate Unit  | 1 Days               |
| Licensed Professional Counselor       | Outside Contractor | 2 Days               |

# District Level Plan

## Special Education Personnel Development

### Autism

|                           |  |
|---------------------------|--|
| <b>Description</b>        | <p>The Fannett-Metal School District will work closely with the LIU 12 Autism Consultation Team (ACT) to provide training to district staff and community members. Additionally, the ACT will be utilized for diagnostic assistance, case-specific consultation, and educational program development as deemed appropriate by the IEP team.</p> <p>Evidence: Provided through the use of sign-in sheets and publications used to invite the community. Conference report forms will be utilized to document ACT involvement with selected cases.</p> |
| <b>Person Responsible</b> | Mr. David Burkett  |
| <b>Start Date</b>         | 7/1/2017   |
| <b>End Date</b>           | 6/30/2020  |
| <b>Program Area(s)</b>    | Professional Education, Special Education  |

### Professional Development Details

|                                      |  |
|--------------------------------------|--|
| <b>Hours Per Session</b>             | 3.0  |
| <b># of Sessions</b>                 | 1  |
| <b># of Participants Per Session</b> | 50   |
| <b>Provider</b>                      | Lincoln Intermediate Unit No. 12 Autism Consultation Team  |
| <b>Provider Type</b>                 | IU   |
| <b>PDE Approved</b>                  | Yes  |
| <b>Knowledge Gain</b>                | <p>Attendees of this annual training or consultation are expected to gain the following knowledge:</p> <ul style="list-style-type: none"> <li>• Understand what Autism Spectrum Disorders may look like within a school setting.</li> <li>• Broad strategies for positive behavior management specific to students diagnosed with an Autism Spectrum Disorder.</li> <li>• Broad behavioral de-escalation strategies.</li> <li>• An understanding of common behavioral triggers and how to</li> </ul> |



|   |  |
|---|--|
|   | <p>avoid them.</p> <ul style="list-style-type: none"> <li>• Links to agency supports for both home and school.</li> <li>• How traditional classroom design &amp; functioning can be modified to better accommodate Autistic students.</li> </ul>   |
| <b>Research &amp; Best Practices Base</b>   | The Lincoln Intermediate Unit No. 12 Autism Consultation Team is trained in Verbal Behavior / Applied Behavior Analysis.   |
| <b>For classroom teachers, school counselors and education specialists</b>            | <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 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   |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</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>  |

|                             |   |
|-----------------------------|---|
|                             | 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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Regular Education Accommodations or IEP adjustments, as needed, per consultation with ACT.</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>Classroom student assessment data</p> <p>Participant survey</p>  |

## Behavior Support

### Description

The Fannett-Metal School District will provide School-Wide Positive Behavior Support, Behavior Management and De-escalation Training, as well as Bully Prevention intervention and training to school staff.

#### Evidence:

**SWPBS** - Team participation with Lincoln Intermediate Unit No. 12 Training and Consultation team (TAC) on continued implementation and on-going improvement of Tier 1 and 2 at the Elementary (K-5) level with expansion into Tier 3 interventions. Consultation with Middle and High School on re-implementation of formal school-wide interventions. Sign-in sheets, behavioral data gathered through the SWPBS process, and visual behavioral reinforcers located throughout the elementary school will provide evidence.

**Behavior Management and De-escalation** - Through the use of district-wide and targeted training provided by Lincoln Intermediate Unit No. 12, staff shall be provided with classroom behavior management strategies. Using the Nonviolence Crisis Intervention model, all special education staff, personal care assistants, building level administrators and select staff will be trained by LIU 12 instructors. Sign-in sheets, as well as CPI certification cards shall provide evidence.



|                           |   |
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|                           | <p><b>Bullying</b> - Bullying is not tolerated at FMSD. Principals and building counselors will inform stakeholders of district policy and will regularly reinforce with the student population that bullying will not be condoned. Bullying education and suicide prevention instruction are co-occurring at Fannett-Metal with support from outside agencies such as Women in Need, The Byrnes Health Education Center, and the Healthy Community Partnership. Additionally, by utilizing Schoology's web-based platform, resources for student's and families is available. Counselor lesson plans, district and building-wide communications, web-site information, and district policy shall provide evidence.</p> |
| <b>Person Responsible</b> | Mr. David Burkett   |
| <b>Start Date</b>         | 7/1/2018  |
| <b>End Date</b>           | 6/30/2021   |
| <b>Program Area(s)</b>    | Professional Education, Special Education, Student Services   |

#### Professional Development Details

|                                      |  |
|--------------------------------------|--|
| <b>Hours Per Session</b>             | 3.0  |
| <b># of Sessions</b>                 | 6  |
| <b># of Participants Per Session</b> | 50   |
| <b>Provider</b>                      | LIU 12 and District Staff  |
| <b>Provider Type</b>                 | IU   |
| <b>PDE Approved</b>                  | Yes  |
| <b>Knowledge Gain</b>                | <p>It is anticipated that the following knowledge will be gained:</p> <ul style="list-style-type: none"> <li>• How to better manage overall student and classroom behavior.</li> <li>• How to safely de-escalate students and manage a behavioral crisis using the CPI model.</li> <li>• How utilizing a consistent approach to classroom and building-wide behavior can improve school climate.</li> <li>• How to effectively improve Tiers 1, 2, and 3 of SWPBS.</li> <li>• How to appropriately respond to school-based bullying.</li> <li>• Increased awareness of suicidal warning signs displayed by students and how to respond.</li> </ul> |

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|   |  |
| <b>Research &amp; Best Practices Base</b>   | <p>The Crisis Prevention Institute</p> <p>Act 71 of 2014</p> <p>School-Wide Positive Behavior Support</p>  |
| <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.   |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <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>LEA Whole Group Presentation</p> <p>Podcast</p>   |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Related Service Personnel</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>  |

|                           |   |
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|                           | Lesson reinforcement and extension throughout various teachable moments.  |
| <b>Evaluation Methods</b> | Classroom student assessment data<br>Office discipline referrals. Positive behavior reward plan review and monitoring. Participation in training. |

## Paraprofessional

### Description

Presently, the Fannett-Metal School District has 7 paraeducators within the school setting with 5 paraeducators working directly with students who have special needs. These paraeducators work at numerous levels of intervention within the school settings. Some are placed within classes to support teachers and students within the classroom setting. Others are assigned to individual students to serve as Personal Care Assistants for the students who present a need for one on one support.

Currently, all paraeducators are deemed highly qualified and competent to provide their services within the school setting. Some of the current paraprofessionals have degrees, have completed testing in the past, or have completed the Credential for Competency For Special Education Paraeducators Competence in Standards-Based Knowledge and Skills checklist.

All hires who need to achieve competency will be required to have a degree or complete the competency checklist.

Paraprofessionals are required to complete 20 hours of training each school year to maintain their highly qualified status.

On-going training is given yearly for the paraprofessionals regarding First Aid, CPR, and Nonviolence Crisis Intervention (CPI). Additionally, paraprofessionals are encouraged to attend teacher in-service days when topics discussed are relevant to their duties. Such trainings in the past have been on school safety, autism, mandated reporting, and instructional techniques.

Paraprofessional specific staff meetings are also held throughout the school year to discuss topics that are informative and supportive to their daily roles within the educational setting.

**Evidence:** Sign-in sheets to district in-service trainings or staff meetings. Proof

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|---------------------------|--|
|                           | of training completion for First Aid, CPR, and CPI. Competency checklist or degree attainment located within personnel file. |
| <b>Person Responsible</b> | Mrs. Holly Varner  |
| <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>  | 1.0  |
| <b># of Sessions</b>  | 20   |
| <b># of Participants Per Session</b>  | 10   |
| <b>Provider</b>   | FMSD   |
| <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>            | Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.                                     |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | 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. |
| <b>Training Format</b>  | Series of Workshops<br>School Whole Group Presentation   |
| <b>Participant Roles</b>  | Paraprofessional   |
| <b>Grade Levels</b>   | Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)  |

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|                             |  |
| <b>Follow-up Activities</b> | Peer-to-peer lesson discussion<br>Journaling and reflecting  |
| <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.<br>Review of written reports summarizing instructional activity |

### Reading NCLB #1

#### Description

Fannett-Metal School District completes on-going data analysis of running record information and monthly analysis of ISIP information. Quarterly reviews of DRA/QRI data and annual review and analysis of PSSA/Keystone and PVAAS data is completed.

Professional development opportunities for integrating technology into the curriculum is being provided. This will be trainings to assist teachers with enhancing instruction utilizing interactive technology resources/materials.

FMSD utilizes PA Core standards aligned materials and resources for reading and writing.

Within the elementary school setting, Guided Reading is utilized daily.

The district is planning to utilize Intermediate Unit professional development staff to train teachers in best instructional practices for whole group, small group, and individual instruction.

Parent workshops will be offered to inform parents of new standards and testing. These workshops will also offer strategies and activities for home skill building and support.

Education effectiveness training for staff will be on-going detailing characteristics of highly effective teachers.

**Evidence:** Sign-in sheets for all training opportunities. Student scheduling into Guided Reading. Professional Learning Community data analysis schedules and staff login history to student database systems.

#### Person Responsible

Mr. David Burkett

|                        |   |
|------------------------|---|
| <b>Start Date</b>      | 7/1/2018                                  |
| <b>End Date</b>        | 6/30/2019                                 |
| <b>Program Area(s)</b> | Professional Education, Special Education |

### Professional Development Details

|   |   |
|---|---|
| <b>Hours Per Session</b>  | 3.0   |
| <b># of Sessions</b>  | 3   |
| <b># of Participants Per Session</b>  | 50  |
| <b>Provider</b>   | Lincoln Intermediate Unit 12  |
| <b>Provider Type</b>  | IU  |
| <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>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 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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>   |

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| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Parents  |
| <b>Grade Levels</b>         | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br><br>Analysis of student work, with administrator and/or peers<br>Creating lessons to meet varied student learning styles  |
| <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.<br>Student PSSA data<br>Standardized student assessment data other than the PSSA<br>Classroom student assessment data<br>Participant survey<br>Review of participant lesson plans |

## Transition

### Description

Within the Individualized Education Plans of students who are 14 years old or older, transition planning becomes a very important part of their educational programming. On-going Indicator 14 training is being completed with appropriate staff to allow for their understanding of the required components of a Transition IEP, as well as to assist with the successful incorporation of transition services for their students.

The Fannett-Metal School District is working with the Office of Vocational Rehabilitation and AHEDD to allow for on-going trainings for staff, teachers, parents, and students. These trainings allow for post-secondary education and employment opportunities to be explored with the assistance of outside

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|---------------------------|--|
|                           | <p>agency assistance and support.</p> <p>Various types of work experience opportunities are utilized within the Fannett-Metal School District. Service Learning situations are available during the school day. Community-Base Instruction positions are also available for student participation. Job shadowing experiences are also encouraged to allow students to gain hands-on training and understanding about careers of interest.</p> <p>The district utilizes a Work Experience Coordinator to assist in supervising and educating students who are assigned to work experience placements.</p> <p>The district incorporates career education classes for students through instruction from the school counselor. This will allow for various topics to be discussed and explored with guidance from the school counselor.</p> <p><b>Evidence:</b> Sign-in sheets for Indicator 14 training including those activities provided by OVR and AHEDD. Student schedules of those participating in Service Learning or Work Experience activities.</p> |
| <b>Person Responsible</b> | Mr. David Zula   |
| <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>             | 1.5  |
| <b># of Sessions</b>                 | 9  |
| <b># of Participants Per Session</b> | 25   |
| <b>Provider</b>                      | FMSD / LIU 12 / OVR / AHEDD  |
| <b>Provider Type</b>                 | School Entity  |
| <b>PDE Approved</b>                  | Yes  |
| <b>Knowledge Gain</b>                | <p>Expected knowledge gain:</p> <ul style="list-style-type: none"> <li>• How school staff and parents can access needed post-secondary services and supports.</li> <li>• What post-secondary options are available (i.e. additional training, job placement, job coaching, financial support, etc.).</li> <li>• Information on post-graduation and employment trends.</li> </ul> |



|   |   |
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|   | <ul style="list-style-type: none"> <li>• How to encourage students to self-advocate.</li> <li>• Special education staff compliance with transition activities and Indicator 14 expectations.</li> </ul>   |
| <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>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 data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p> |
| <b>Training Format</b>  | <p>Series of Workshops</p> <p>School Whole Group Presentation</p>   |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Parents</p>  |
| <b>Grade Levels</b>   | <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>  |
| <b>Follow-up Activities</b>   | <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>   |

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| <b>Evaluation Methods</b> | Participant survey<br>Review of written reports summarizing instructional activity<br>Portfolio |
|---------------------------|---|

# Special Education Affirmations

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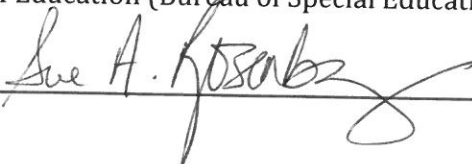
We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan 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

Board President



*No signature has been provided*

*David A. Bennett*

*Superintendent/Chief Executive Officer*