

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 96

Total Student Enrollment 412

Percent of Special Education Students 23.3

Steering Committee

Name	Position/Role	Building	Email
Teresa Black	Director of Special Education	Fannett-Metal SD	blackt@fmtigers.org
Stephanie Shoemaker	Building Principal	Fannett-Metal El Sch	shoemakers@fmtigers.org
Todd Best	Building Principal	Fannett-Metal SHS	bestt@fmtigers.org
Ron Deguffroy	Other	Fannett-Metal SD	deguffroyr@fmtigers.org
David Burkett	Superintendent	Fannett-Metal SD	BurkettD@fmtigers.org
Daniel Simpson	Parent	Fannett-Metal SHS	SimpsonD@fmtigers.org
Marybeth Zepka	Parent	Fannett-Metal El Sch	chriszepka@outlook.com
Sandara Miley	General Education Teacher	Fannett-Metal El Sch	mileys@fmtigers.org
Thomas Otis	Special Education Teacher	Fannett-Metal SHS	otist@fmtigers.org
Michelle Gordon	General Education Teacher	Fannett-Metal SHS	gordonm@fmtigers.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

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Family Care Services	Other	Therapeutic Foster Home	Other	1

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.)

FMSD does not currently have any detention homes, drug and alcohol treatment facilities, or homes for orphans, etc., within the borders of the district. At this time there is one therapeutic foster care home that infrequently hosts students. The director of special education is charged with convening a team to review student needs and available services within the host area while working with the facility and host district to ensure LRE is maintained. Every effort is made to ensure that student needs are identified, communicated to all needed parties, and a plan developed to provide supports and services within the least restrictive environment. Regular monitoring of student functioning occurs to determine if changes to the implemented program of services and supports needs to be made.

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

Regular review of student functioning is initiated by the director of special education in addition to typical progress monitoring conducted for all special education students. When a student is able to leave the 1306 facility and return to their typical school a transition plan is developed in an attempt to successfully manage the student's needs. This plan is a collaborative endeavor with those staff at the "sending" school and facility and those within the "receiving" school.

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).

No response required. However, Lincoln Intermediate Unit No. 12 provides educational services to eligible incarcerated students at the Franklin County Jail which is located in a neighboring school district. The district maintains a relationship with the LIU and would coordinate the needed sharing of information and documents with educational staff at the jail to ensure FAPE is being offered.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
Fannett-Metal School District is performing above State averages with regard to the amount of time students spend in the regular education setting. We will continue to ensure that the regular education environment is the first placement of choice with needed aids and services as long as educational benefit is achieved and student need is met. The district's percentage of students with speech language impairment is being monitored as this population continues to grow. Regular education intervention is being discussed.
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?
Fannett-Metal School District utilizes two main practices that are universally available to support students.: The Student Assistance Program and the Instructional Support Team (IST). Referrals for any concern can be made to the school principal who will then mobilize the appropriate intervention group. The designated team is charged with developing appropriate interventions/accommodations based upon the student's individual circumstances. Data analysis is a key first step in determining next steps for each student which may then include adaptations or accommodations to the regular education program, referral to additional supports, or evaluation for possible special education eligibility.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
Fannett-Metal School District ensures meaningful participation of students with disabilities in the general education curriculum by providing all educators with needed support. This support can include district-wide training on modifying/adapting instructional materials, training on positive communication with all students and parents, and time to meet with special education instructors to assist in curriculum modifications needed to lead to student success. Teachers can also be afforded time to observe peers who are exceptional in instructing students with disabilities. Training on a variety of strategies to use in the classroom to elicit maximum student attention to instruction.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
Fannett-Metal prides itself on making certain every student that wants to participate in extracurricular activities has the opportunity and means to do so. The district realizes the importance of activities outside of the traditional classroom and has purchased specialized equipment, provided adult supervision, and has deployed nursing specialists in order for all children to have these experiences.
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?
There are limited options available for student placement off campus that are within a reasonable drive from the Fannett-Metal School District. Meeting student need is of paramount importance to the district and the location of the service is not a deciding factor to the LEA if services cannot be provided relatively near the schools. Parent wishes are considered as is length of time a student may need to spend on transportation each day. Efforts are made to support students on campus, but when a placement is needed the district is limited by the type of students admitted to and attending the specialized placement. Education with regular education peers as much as is appropriate is always a goal, but not always feasible given the programs that are available (e.g. there is no partial hospitalization program in the County). Students with disabilities who are residents of the district that are receiving their educational programming off campus are permitted to participate in district lead extracurricular activities if so desired and safe to do so. Needed supports and accommodations are provided to ensure participation is possible.
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)

Fannett-Metal School District is a small, rural, geographically isolated public school in south central Pennsylvania. As student need has presented additional special education classrooms on campus have been added to ensure appropriate continuation of services. For those students who present with needs that cannot be met with additional supplementary aids and services, FMSD utilizes programs administered by outside agencies including Lincoln Intermediate Unit No. 12, Merakey, and River Rock Academy as well as partnering with neighboring LEA's who may have available programs appropriate for certain students. On-going relationships with County agencies such as the Child & Adolescent Service Systems are maintained to assist the district with high need students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Franklin Learning Center	Other	Public Special Needs Facility	Lincoln Intermediate Unit No. 12 and constituent districts	Autistic Support	0
Merakey	Licensed Private Academic		Merakey, Lafayette Hill, PA 19444	Autistic Support	2
River Rock Academy	Licensed Private Academic		Customized Alternative Education Services	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-11-10

Uploaded Files

Behavior Support Policy.docx

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

Having a caring and compassionate staff is certainly part of the equation here at Fannett-Metal, but it goes beyond that. Teachers are well versed in providing structure to students throughout the day while also having clear and predictable routines in the classroom. Positive behavior support with rewards is part of every special education classroom and teachers reinforce student expectations and model desired behavior throughout the school year. As many students come from situations that are less than ideal, these fundamental principals provide a safe haven for learning and social/emotional growth. Students need to know that they are cared for, safe, and respected in order to thrive socially and emotionally. Our teachers are the first line of support for students with social and emotional needs. Encouraging involvement with peers through positive means and activities, modeling expectations, and establishing clear and meaningful rewards and consequences within the classroom are used daily. For those that may have needs beyond what can be provided within the classroom referral for additional services may occur and include any number of interventions offered by the school counselor or school based mental health provider. Students may need additional/supplemental aids or services to fully participate in activities that will promote social and/or emotional growth, which are always considered by the IEP team. Frequent communication and collaboration with parents on the needs of their children, with regular monitoring by the teacher and IEP team may result in changes to supports provided or, in extreme cases, the location of those services if FMSD is not able to provide for the child's needs on campus.

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.

All special education classrooms utilize a positive behavior support program to promote desired behavior and reward good choices. Additionally, the district provides training to all special education and administrative staff on the philosophy and techniques of The Crisis Prevention Institute (CPI). This training is provided yearly and emphasizes intervention and de-escalation techniques in order to avoid serious student behaviors. Staff are encouraged to reflect on how their approach to student situations can contribute to the resolution or further deterioration of a given behavioral situation. However, if, as a last resort, a student becomes a danger to themselves or others safety restraint procedures developed by the Institute are utilized.

3. Describe the district positive school wide support programs.

The School-Wide Positive Behavior Support Program at Fannett-Metal School District has been most successful at the elementary school level. Utilizing a reward and recognition system that is based upon the GRRREAT theme, students earn Tiger Paws for: Giving 100 percent, Responsibility, Respect, Right Choices, Encouraging Others, Accepting Differences, and showing Team Work. Individual and classroom rewards can be earned. Office discipline referrals have been used to gauge discipline improvement since implementation many years ago. Review of expected behavior is reviewed at least yearly with all students as well as the theme being reinforced within the classroom by each teacher. Secondary school-wide programming has been less successful due to inconsistent implementation likely caused by frequent administrative turnover. Both formal and informal programs have been attempted with many classrooms implementing their own positive behavior support program for the classes that they teach. This area continues to be reviewed with an anticipated formal SWPBS program being adopted in the near future.

4. Describe the district school-based behavior health services.

In addition to two full time school counselors and a part time school psychologist, the Fannett-Metal School District has contracted with TrueNorth Wellness (<https://www.truenorthwellness.org/behavioral-health-services/>) to provide professional individual, group, and family therapy on campus. For student and family needs that exceed what can be provided by school staff, a referral to TrueNorth may be made if the concern is within their area of expertise. Otherwise, families are encouraged to utilize community and agency services that may better meet their unique needs.

5. Describe the district restraint procedure.

Restraint is the last option used to control student behavior and is only to be used when the safety, welfare, and security of the individual or his/her peers is at risk. A core group of special education staff and paraprofessionals are trained, and regularly updated, in the Crisis Prevention Institute method of nonviolent crisis intervention.

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.

We have no student(s) who are consistently receiving instruction completed in the home and falling under the Cordero case.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP	Secondary	Full-time (1.0)	12/08/2021 01:29 PM

Building Name		
Fannett-Metal SHS		
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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Secondary Life Skills Support classroom - grades 6 - 12		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RW	Secondary	Full-time (1.0)	12/08/2021 01:26 PM

Building Name		
Fannett-Metal MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TO	Secondary	Full-time (1.0)	12/08/2021 01:26 PM

Building Name		
Fannett-Metal SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FB	Elementary	Full-time (1.0)	12/08/2021 01:27 PM

Building Name		
Fannett-Metal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Elementary Learning Support serves Kdg - grade 5		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BL	Elementary	Full-time (1.0)	12/08/2021 01:28 PM

Building Name		
Fannett-Metal 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Special Education Facilities

Building Name		Room #
Fannett-Metal El Sch		102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 27 feet, 0 inches	769sqft	27
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Fannett-Metal El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 27 feet, 0 inches	769sqft	27
Implementation Date		
2021-10-25		
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	

Building Name		Room #
Fannett-Metal MS		26
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2021-10-25		
Uploaded Files		

3 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	

Building Name		Room #
Fannett-Metal SHS		7
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 16 feet, 2 inches	355sqft	12
Implementation Date		
2021-10-25		
Uploaded Files		

4 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	

Building Name		Room #
Fannett-Metal MS		1
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
50 feet, 0 inches x 21 feet, 9 inches	1087sqft	38
Implementation Date		
2021-10-25		
Uploaded Files		

5 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	

Special Education Support Services

6Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	5 days per week	District Wide	District
School Psychologist	2 days per week	District Wide	Contractor
Guidance Counselor	5 days per week	Elementary	District
Guidance Counselor	5 days per week	Secondary	District
Occupational Therapist	1 day per week	District Wide	Contractor
Physical Therapist	One day per week	District Wide	Contractor
Other	Speech Lang. 3 days per week	District Wide	Contractor
Paraprofessionals	5 days per week	Secondary	District
Other	School-Based MH - 1 day per week	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Working with students diagnosed with Autism			
Lead Person/Position		Year of Training	
Jennifer Laurito		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers	Intermediate Unit PaTTAN

Positive Behavior Support

Description of Training			
PBIS Training			
Lead Person/Position		Year of Training	
Jennifer Laurito		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers	Intermediate Unit

Paraprofessional

Description of Training			
Sessions from PaTTAN's Special Education Paraprofessional Training Series are available online. Trainings provide practical information regarding educational methods and resources to special education paraprofessionals working with students in a variety of educational settings. These sessions will assist special education paraprofessionals to gain knowledge related to the standards listed in the Pennsylvania Credential of Competency Checklist, and obtain in-service training hours required by Pennsylvania regulations.			
Lead Person/Position		Year of Training	
PaTTAN		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	General Education Teachers Paraprofessionals Special Education Teachers	PaTTAN

Transition

Description of Training			
A review of the IEP and Transition			
Lead Person/Position		Year of Training	
PDE/PaTTAN		2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Central Office Administrators Special Education Teachers	Intermediate Unit PaTTAN Other

Science of Literacy

Description of Training			
ELA Curriculum Staff Development			
Lead Person/Position		Year of Training	
Stephanie Shoemaker and Curriculum Vendor		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Building Administrators General Education Teachers Special Education Teachers	District Intermediate Unit Other

Parent Training

Description of Training			
Variety of individual trainings including ELA, Math and Cyber information			
Lead Person/Position		Year of Training	
Building Administration and Counseling		2022/2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Parents	District

IEP Development

Description of Training
This self-paced twelve module online course provides participants with instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting.

Lead Person/Position		Year of Training	
Cecil Crouch - content expert - PaTTAN		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1.25	12	Special Education Teachers	PaTTAN

Signatures & Affirmations

Approval Date

2022-01-12

Uploaded Files

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

Superintendent/Chief Executive Officer

David A. Burkett

Date

2022-03-08