

Fairfield Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

4840 Fairfield Rd
 Fairfield, PA 17320-9200
 717-642-8228
 Superintendent: Michael Adamek
 Director of Special Education: Daniel Watkins

Planning Committee

Name	Role
Michael Adamek	Administrator : Professional Education Special Education
Amy Hoch	Ed Specialist - School Psychologist : Professional Education Special Education
Jennifer Sauble	Elementary School Teacher - Special Education : Special Education
Kayla Martin	High School Teacher - Regular Education : Special Education
John Ridge	High School Teacher - Special Education : Special Education
Rebecca Willock	Parent : Special Education
Daniel Watkins	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 132

Identification Method

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

The Fairfield Area School District currently uses the "Discrepancy Model" for identifying students with specific learning disabilities. All students must go through a pre-referral process within the general education environment conducted by the Child Study Team (CST) with tiered interventions. Tier One focuses on providing effective core classroom instruction while identifying students who are in need of intervention. Tier Two provides scientifically based strategies and interventions to targeted regular education students. Tier Three provides intensive interventions and is targeted to students who have not made expected progress with Tier Two. The district also holds grade level meetings where skill needs are identified within the grade level, and grade level strategies and interventions are discussed. The pre-screening process is a team approach that targets the specific needs of each student, be it academic, behavioral, and/or emotional; and begins when a concern is expressed by someone who is familiar with the student, such as a parent, teacher or the student themselves. Highly qualified personnel provide interventions, strategies, and monitor progress of the student. A student who does not demonstrate adequate progress through monitoring as a result of interventions is referred for a multidisciplinary evaluation. The district is considering moving to the MTSS (Multi-tiered System of Supports) but not at this time.

The Fairfield Area School District recognizes that Federal Regulations supports both the Discrepancy Model and the Response to Instruction and Intervention/RtII Model for the identification of students with Specific Learning Disabilities. The District uses the following criteria goal for identification: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. The evaluation process considers levels of cognitive ability and achievement in the academic areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematic problem solving. A multidisciplinary evaluation (MDE) is used to determine if the student is not achieving adequately in one or more of these areas by evaluating all areas of presumed need that have been identified by the Child Study Team's screening process. Sources of data to document lack of achievement may include results of the benchmark assessments conducted as part of the screening process; progress monitoring data collected during the provision of early intervening services; the student's performance on district assessments such as MAP, CDT, DRA or statewide tests of achievement such as PSSA scores and PVAAS projection measures of growth. In addition, norm referenced tests of academic achievement may also be used.

Any student who moves into the Fairfield Area School District from out of state with an Individualized Education Plan (IEP) receives a complete psychological evaluation to determine eligibility in Pennsylvania. This evaluation is completed within the required 60-day time line. Pending the completion of the evaluation, provisions of specially designed instruction based on the "move in" special education paperwork are provided. The Fairfield Area School District provides a comprehensive special education program to any student who is evaluated and deemed eligible. Eligibility is determined through a multidisciplinary evaluation which determines that the child has a disability under the Individuals with Disability Education Improvement Act of 2004 (IDEIA 04) and who requires specially designed instruction to make meaningful progress in the regular education curriculum.

The Fairfield Area School District provides a full continuum of services to ensure that every student receives a free and appropriate public education in the least restrictive environment. Reevaluations are conducted every two years for a student with a diagnosis of Intellectual Disability, and every three years for other identified students. The reevaluation is conducted to ensure that the programs and services provided are appropriate. Reevaluations are also conducted by the certified school psychologist upon parent and/or team request. Progress monitoring for all identified students is ongoing and reported at least quarterly to parents.

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 Penn Data website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Fairfield Area School District's Special Education Data Report for SY (school year) 2018-2019 shows that there is one area of disproportionality. The percentage of students identified with a Speech/Language Impairment in the district is now 17.1%, while the state percentage is 14.3 %. The district added early intervention speech groups to the primary grades at our elementary school to address developmental speech concerns with the goal of decreasing the number of students who need direct Speech/Language Therapy in later years. Additionally, the LIU # 12 Speech/Language Clinician serves as a resource to the teachers in district. The intervention has appeared to work for the district the gap is much smaller.

The second disproportionality is a reflection of the district's early intervention efforts. While the state average for students identified as needing special education is 17.3 %, the LEA average is only 12.3%. This is a direct result of the district's early intervention efforts via CST, and the professional development regarding how to support students with special needs in the regular education environment with accommodations and modifications. This gap in percentages has dropped very little over the three-year period.

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?

The Fairfield Area School District currently has no 1306 facilities within its residency boundaries. Fairfield Area School District does have students that fall under the category of 1306 that are placed outside the district in various facilities. These students have been placed into the facility by either an outside agency or have been court appointed. Should the district be notified of Individualized Education Plan (IEP) team meeting, the Director of Special Education is present at the meeting either in person or via telephone.

It is often difficult to ensure that these students are receiving a Free and Appropriate Public Education (FAPE), due to the fact that facilities do not always invite the student's home district Director of Special Education to participate in the meeting, or fail to provide current special education paperwork to the home district. The Director of Special Education contacts the facilities in order to obtain current special education paperwork.

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 Fairfield Area School District, in cooperation with the Lincoln Intermediate Unit # 12 (LIU), operates an educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify school district when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may have a disability and be in need of specially designed instruction. The school district works in conjunction with the LIU to complete the evaluation. Should the district have any students that are incarcerated, the Director of Special Education will be in contact with the appropriate staff at the facility, whether through e-mail, phone, or in person, and will meet with the team at the site of incarceration. Students are eligible for a diploma from the home school district when the Director of Special Education determines that the work completed meets school district criteria for graduation.

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.

The Fairfield Area School District is committed to providing special education and related services within the regular education environment whenever possible. The team that makes decisions regarding student placement consists of the student's parents, student (as appropriate), local education agent (LEA), certified school psychologist, regular and special education teacher, and other individuals deemed necessary by either the parents or LEA. The team utilizes a variety of pieces of documentation in order to review the student's current placement and discuss the success of such placement or need for additional support. The documents may include: attendance records, student's grades, behavioral or academic information from any teacher, behavior report, Evaluation/Reevaluation Reports, current Individualized Education Plan (IEP) and corresponding progress monitoring, parent input, assessment data, intervention data, psychiatric evaluation, and office referrals.

The Multidisciplinary Team (MDT) and IEP teams initially place students in the least restrictive level of intervention that will meet their needs. This level is increased or decreased as deemed necessary by the IEP team based on progress monitoring data. Special education students typically use the same curriculum and assessments as their regular education peers with adaptations and modifications as deemed necessary by the IEP team. Students who are not educated with their non-disabled peers, such as those in a center-based environment or those in a regular education building but being educated in a pull out special education class, have been deemed by the IEP team to be in need of an alternative curriculum. Even with Supplementary Aids and Services in place, these students were not able to meet with success; therefore, the students were placed into a more restrictive setting. Although this setting may not include non-disabled peers, the students are meeting with success and are reaching their educational goals.

Fairfield Area School District uses Supplementary Aids and Services to meet the individual needs of the special education population through a non-stigmatizing way to all students who need them, providing a relevant educational benefit. The district provides general and special education teachers with common planning time to assist in the collaborative process. Para-professionals work

with both regular education and special education teachers and students. Professional development is also provided to staff on Autism, Reading, Mathematics, and Differentiated Instruction. The district collaborates with parents through meetings, e-mails, and via phone. Furthermore, the district regular and special education teachers differentiate instruction and materials to meet the diverse learning needs of all students. Some examples of Instructional Supplementary Aids and Services are: activating prior knowledge through previewing concepts and vocabulary; providing multiple practice opportunities; immediate feedback, assistive technology, and simultaneous multi-sensory strategies employing visual, auditory, tactile modalities. Additional uses of technology include: sound amplification system, word prediction, enlargement of texts and books available on tape/CD, and voice amplification computer to name a few. Physical Supplementary Aids and Services include a wide array of components, such as: preferential seating nearest to the teachers' main instructional area; seating away from noises such as heaters and fans; structural aides (grab bars, wheelchair accessibility, etc.); and adaptive equipment. Social-Behavioral Supplementary Aids and Services provide support and services to increase appropriate behavior and decrease non-appropriate behavior. The district uses methods such as: School Wide Positive Behavior Intervention Support (SWPBIS), school-based mental health counseling, social groups facilitated by school guidance counselor, buddy program, Olewus Bullying Program, social skills instruction, and individual Positive Behavior Support Plans.

The district is in the early stages of implementing a Multi-tiered Systems of Support (MTSS) model to ensure that interventions and support services are first implemented in the regular education environment. Building level teams include regular and special education teachers that collaboratively develop supports and interventions to ensure students are educated in the least restrictive environment. The ongoing collaboration between regular and special education teachers allows for students with disabilities to be in the least restrictive environment.

At the elementary level, some of the MTSS components include: Triumphs Reading, Treasure Chest Reading, Wilson Reading, and Quick Reads, Soar to Success, Reading Recovery, Read 180, Study Island, and Touch Math. Tiered instruction is provided as follows: Core programs are delivered by content/classroom teachers with Tier 1 interventions to the whole class as deemed necessary through formative and summative assessments. Tier 2 Interventions are implemented through small groups during Instructional time by Math and English teachers; targeted instruction is planned in accordance with MAP results (K-8). Tier 3 interventions are provided through a designated program to meet each student's specific needs. Students are broken into groups that are smaller than the Tier 2 groups until they have met the goal for each standard.

The Fairfield Area School District has implemented the full inclusion model in all buildings. Students receive Supplementary Aids and Services within the regular education setting. Teachers have the opportunity to team with Lincoln Intermediate Unit (LIU) or Adams County Consortium staff in facilitating the supplementary aids and services tool kit to determine student needs. The district has the opportunity to refer students to the LIU for Assistive Technology Assessments. The LIU team identifies the student's needs and trails a variety of technology to determine which device best meets each student's needs. Fairfield has utilized LIU consultants to provide training in functional behavioral assessments and reading. The district employs outside consultants to provide training in math and reading for our staff.

In regards to SPP Indicator 5, our Penn Data report indicates the following school enrollments and percentages:

School Enrollment inside Regular Education Classroom 80% or more is higher (66.4%) as compared to the State average of (61.5%).

Inside the Regular Education Classroom, less than 40% is slightly higher (9.7%) as compared to the State average of (9.4%)

School enrollment in other settings is higher (9.7%) as compared to the State average of (4.8%). Our district operates as a consortium school with two other neighboring districts addressing Intensive Learning Support, Emotional Support and Life Skills Support. In addition, we contract with our Intermediate Unit #12 for Autism support and Multiple Disabilities. Obviously, all of these student placements were IEP team decisions and are continuously monitored for any potential transition back to the home school.

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 Fairfield Area School District and community takes the concept of school wide positive behavior seriously. Fairfield Area School District (K-12) have implemented SWPBIS (School Wide Positive Behavior Intervention and Supports) with fidelity, has trained all professional, and support staff. In the development of their school-wide program, the elementary staff developed the "Fairfield Knights Shield" code of conduct, which is linked to the high school's Seven Virtues of a Fairfield Knight. The elementary shield stands for: S-Show Respect, H-Hands and Feet, I-I Am Positive, E-Everyone Is Safe, L-Listen and Watch, D-Do Your Best; and covers seven areas students interact within (classroom, halls, recess, cafeteria, restroom, bus, and assemblies). At the middle school level, the school wide program focuses also on SWPBIS, using the Seven Virtues of a Knight and is fully implemented with fidelity at the Middle School. Finally at the high school, in an effort to not only decrease disciplinary referrals but also to increase school spirit, staff and administration have developed the "The Seven Virtues of a Fairfield Knight." The seven virtues for the Middle School and High School are: Courage, Resolve, Mercy, Generosity, Integrity, Scholarship, and Enterprise. Each of the seven virtues also has a defining statement associated with it.

The Lincoln Intermediate Unit (LIU) trainers have also provided training in Functional Behavior Assessments (FBA) and Positive Behavior Support Plans (PBSP) to Child Study Teams and Pre-referral Teams. In addition, a team consisting of administrators, regular and special education teachers, and school counselors have been sent to FBA/PBSP training presented by the LIU and Pennsylvania Training and Technical Assistance Network (PaTTAN) staff. In response to these trainings, the administration has purchased the Student Discipline Module of our student

management system from MMS. This module allows both building and central-office administrators track discipline referrals and suspensions for specific discipline areas that may need either an alternate method of intervention or retraining of staff. However, the district will be moving to Skyward for their Student Information System for the 2020-21 school year. In addition, Functional Behavioral Assessments (FBAs) and PBSPs are reviewed and developed for students with Individual Education Plans (IEPs) receiving In-School Suspension (ISS) or Out-of-School Suspension (OSS) as the data identifies such a need.

Starting this school year 2019-20, the district has started training their teachers and support staff in "Safety Care". The focus in Safety Care is on prevention, safety, and humane, supportive, evidence-based interventions. There is an emphasis on de-escalation and preventing a behavioral crisis. The district's administrators will be trained this summer to continue the cycle of training.

The Fairfield Area School District also contracts with the York/Adams Mental Health and Drug/Alcohol Program in order to provide the district with a cross-trained Student Assistance professional. The cross-trained counselor is integral member of both the middle and high schools' Student Assistance Programs (SAP). In addition, the counselor provides: (1) substance abuse and mental health assessment services; (2) student assistance program core team consultation services; (3) drug and alcohol and mental health treatment services; (5) crisis intervention services; and (4) auxiliary services such as co-facilitation of school-based groups, as well as in-service programs.

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.

The Fairfield Area School District employs a team approach to resolve and locate educational placements and services for hard to place students with disabilities. An interagency Child and Adolescent Service System Program (CASSP) meeting can be arranged to coordinate community, Mental Health/Intellectually Disabled agencies, juvenile probation, drug and alcohol agencies, and school services that are available to assist the student and family.

The district has students throughout the year that are placed in partial hospitalization programs and long term partial settings. The district also has students in both the Lincoln Intermediate Unit's (LIU # 12) and Upper Adams School District's alternative educational settings.

Students returning from a Residential Treatment Facility (RTF) with multiple needs represent a population that have at time presented as difficult for which to locate appropriate placement options. The District holds an Individualized Education Plan (IEP) meeting prior to discharge when the residential placement has provided the district with sufficient notice of release of the student.

Fairfield Area School District also works in collaboration with the LIU #12 in order to ascertain placement for students who are difficult to place.

Fairfield Area School District is offering parents of cyber schooled students in grades K-12, the option to enroll in its district cyber program. Students are permitted to enroll full-time or part-time in this program. Students enrolling part-time spend the remainder of their day in a traditional brick-and-mortar classroom for instruction. Fairfield students who have an IEP and are enrolled in our district operated cyber program receive case management support via a district special education teacher. High school students in our district cyber program are also eligible for tutoring support in school.

Although the Fairfield Area School District has implemented behavior support programs and plans, the district continues to have students that exhibit both behavioral and mental health needs that cannot be met within the district. For students who do not meet the criteria for placement in Alternative Education for Disruptive Youth (AEDY) Program, the district collaborates with both the LIU #12, Bermudian Springs School District (BSSD) and Upper Adams School District (UASD) for such placements. The District anticipates that we will continue to collaborate with both the LIU, BSSD and UASD in order to meet student needs.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Upper Adams School District	Neighboring School Districts	LSS	7
Lincoln Intermediate Unit #12	Neighboring School Districts	Autism	6
Franklin Learning Center	Special Education Centers	MDS	4
Franklin Learning Center	Special Education Centers	LSS	2
Lincoln Intermediate Unit # 12	Neighboring School Districts	TES	3
Bermudian Springs School District	Neighboring School Districts	ES	4
Lincoln Intermediate Unit # 12	Neighboring School Districts	DHH	1
Laurel Hall School	Out-of-State Schools	Autistic Support	1
Upper Adams School District	Neighboring School Districts	Intervention	1
Lincoln Intermediate Unit # 12 - Adams County Learning Center	Other	Alternative Education	1
River Rock	Special Education Centers	Alt Ed	1
Franklin Learning Center	Special Education Centers	Autism Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	1	0.1
Locations:				
Fairfield Area Elementary - JD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	13	0.9
Justification: Students transitioning in from Early Intervention Services. Student groupings will maintain age range limits.				
Locations:				
Fairfield Area Elementary - JD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	1
Locations:				
Fairfield Area Elementary School - JS	An Elementary 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 21, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	1	0.1
Locations:				
Fairfield Area Middle School - LB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	6	0.9
Locations:				
Fairfield Area Middle School - LB	A Middle School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 21, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	7	0.92
Locations:				
Fairfield Area Middle School - PA	A Middle 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	10 to 13	1	0.08
Locations:				
Fairfield Area Middle School - PA	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	9	1
Locations:				
Fairfield Area Middle School - BE	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	6	0.88

Locations:				
Fairfield Area Middle School - LS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	1	0.12
Locations:				
Fairfield Area School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.7
Locations:				
Fairfield Area High School - JR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.1
Locations:				
Fairfield Area High School - JR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.2
Locations:				
Fairfield Area High School - JR	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	14	0.67
Justification: The students are all LS Itinerant, and are educated in the regular education environment with support.				
Locations:				
Fairfield Area High School - JW	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	3	0.33
Justification: Instructional groupings maintain the age range requirement				
Locations:				
Fairfield Area High School- JW	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:* March 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	46	0.7
Justification: Students outside age range are not in the therapy session at the same time.				
Locations:				
Fairfield Area Elementary School - Speech	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	12	0.26
Locations:				
Fairfield Area Middle School - Speech	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 17	2	0.04
Locations:				
Fairfield Area High School - Speech	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	1	0.12
Locations:				
Fairfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	6	0.87
Locations:				
Fairfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	Fairfield Area District	1
Paraprofessional - ML, KB, JM	Fairfield Area Elementary School	3
Paraprofessional - MR	Fairfield Area Middle School	1
Paraprofessional CR	Fairfield Area High School	1
Psychologist	Fairfield Area District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt. of Time per Week
Occupational Therapist	Intermediate Unit	1 Days
Physical Therapist	Intermediate Unit	0.5 Days
Interpreter	Intermediate Unit	5 Days
Speech and Language Pathology	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	PaTTAN and/or LIU Autism group will present at each buildings' faculty meeting over three years with a focus on one of the three levels each year over a three-year period. The will focus on the most current information on Autism to increase teacher knowledge. The district will work with consultants from the LIU or PaTTAN for ongoing support.
Person Responsible	Director of Special Education
Start Date	7/01/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Gifted Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	35
Provider	IU#12 or PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education teachers, counselors, administration and other specialists.
Research & Best Practices Base	This is an optional narrative for Special Education and general education teachers to gain skills.
For classroom teachers, school counselors and education specialists	<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>

For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

Behavior Support

Description	<p>Training related to Functional Behavior, Positive Behavior Support, and De-escalation will be held for teachers and administrators on a yearly cycle based on a rotating schedule as follows:</p> <p>2020-2021 K-12 - Functional Behavior Assessment (FBA), Positive Behavior Support (PBS), De-escalation Techniques(Safety Care Training)</p> <p>2021-2022 K-12 - Functional Behavior Assessment (FBA), Positive Behavior Support (PBS), De-escalation Techniques(Safety Care Training)</p> <p>2022-2023 K-12 - Functional Behavior Assessment (FBA), Positive Behavior Support (PBS), De-escalation Techniques(Safety Care Training)</p>
Person Responsible	Director of Special Education
Start Date	7/01/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	6
# of Participants Per Session	30
Provider	District Trainer and IU/PaTTAN
Provider Type	District Trainer and IU/PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education, staff and administration.
Research & Best Practices Base	This is an optional narrative for Special Education, staff and administration.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	<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>

Training Format	School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst. Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Reflecting, Analysis of behavioral data
Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Behavioral Observation, Student FBA's will be implemented effectively

Paraprofessional

Description	All para-professionals are required to be highly qualified and engage in 20 hours of staff development per year. Para-professionals will participate in both on-line and district provided staff development as related to their area of focus.
Person Responsible	Director of Special Education
Start Date	7/01/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	60
# of Participants Per Session	8
Provider	District and On-Line
Provider Type	District and On-Line
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion of on-line activities
Evaluation Methods	Log of successful completion of 20 hours per year

Reading

Description	In addition to ongoing training on the current K-6 ELA/Reading series, these grade levels will also receive training on guided reading implementation based on interpretation of assessment data. While grades K-6 will continue to receive opportunities to participate in state reading conferences and summer professional development targeted at reading, a Wilson Reading series will be adopted by the district by the 2020-21 school year. District teachers will be part of this adoption process. In-house training with language arts materials for grades K-12 will also occur. In addition, all teachers K-12 will be afforded the opportunity to participate in the Adams County summer professional development sessions (i.e., LETRS, Running Record & Guided Reading, Getting Off to the Write Start, Wilson Reading, etc.), as well as focused sessions at the LIU or PaTTAN.
Person Responsible	Director of Special Education
Start Date	7/01/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	8
Provider	Vendor Educational Consultants
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<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>Review of participant lesson plans</p>

Transition

Description	<p>The Director of Special Education will review the transition sections of the IEP with both regular and special education teachers, related service providers and parents. After review, teams will develop aligned activities and choose courses that will directly support student transition outcomes. Information</p>
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	<p>regarding the Transition Fair will be shared with families.</p> <p>Every student with an IEP who is 14 years old (or older), or turning 14 years of age during the duration of the IEP, will complete a Transition Survey with a special education teacher. The name of the survey, date of administration and survey results will be included in the IEP. Additionally, each student will receive a "Planning for the Future Checklist".</p> <p>Special education teachers will receive on-going updates and professional development re the tracking of Transition in accordance with Indicator 13.</p>
Person Responsible	Director of Special Education
Start Date	7/01/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	15
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Implementation of skills to improve student IEP transition plans
Evaluation Methods	Participant survey Portfolio

Special Education Affirmations

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.
7. 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

Superintendent/Chief Executive Officer