

Profile and Plan Essentials

LEA Name		AUN	
Fairfield Area SD		112013054	
Address 1			
4840 Fairfield Rd			
Address 2			
City		State	Zip
Fairfield		PA	17320
Director of Special Education Name			
Sonja Brunner			
Director of Special Education Email			
brunners@fairfield.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
7176422054			
Chief Administrator Name			
Mr Thomas J Haupt			
Chief Administrator Email			
hauptt@fairfield.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education 144

School District Total Student Enrollment 962

Percent of Students Receiving Special Education 15

Steering Committee

Name	Position/Role	Building	Email
Sonja Brunner	Director of Special Education	Fairfield Area SD	brunners#fairfield,k12.pa.us
Thomas Haupt	Superintendent	Fairfield Area SD	hauptt@fairfield.k12.pa.us
Amy Hoch	Other	Fairfield Area SD	hoch@fairfiled.k12.pa.us
Megan Zeigler	Special Education Teacher	Fairfield Area HS	zieglerm@fairfield.k12.pa.us
Colleen Rebert	Building Principal	Fairfield Area El Sch	rebertc@fairfield.k12.pa.us
Justin Hoffacker	Building Principal	Fairfield Area MS	hoffackerj@fairfield.k12.pa.s
Brian McDowell	Building Principal	Fairfield Area HS	mcdowellb@fairfield.k12.pa.us
Kristina Mathews	General Education Teacher	Fairfield Area HS	mathewsk@fairfield.k12.pa.ys
Jared Donmoyer	Special Education Teacher	Fairfield Area El Sch	donmoyerj@fairfield.k12.pa.us
Marcie Kozack	General Education Teacher	Fairfield Area MS	kozackm@fairfield.k12.pa.us
Lauren Clark	Board Member	Fairfield Area SD	clarkl@fairfield.k12.pa.us
Kelly Christiano	Board Member	Fairfield Area SD	christianok@fairfield.k12.pa.us

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)

Improvement and Planning Activity
The District will provide additional interventions in the areas of reading and math to reduce the gap in proficiency rates for children with IEP's against all other students against grade level standards. The interventions will include instruction in researched based programs and additional intervention time with the special education teacher.

Education Environments (Indicator 5)

Improvement and Planning Activity
The District will provide training to staff on the use of the Supplementary Aids and Services Toolkit to assist with increasing the general education curriculum in the regular education classroom. In addition, the staff will receive training and support in behavior management to support the social and emotional needs of the students in the regular education classroom.

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

Discrepancy Model

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?

No

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

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. The District would provide oversight responsibilities including child find, IEP development, educational placement, providing FAPE and ensuring special ed teacher is providing services as defined in the students IEP. The District would be responsible for providing the educational program for students and ensuring the provision of a free appropriate public education for children in accordance with Individuals with Disabilities Education Act. The District must consider the educational placement options to education the student. The district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. The district is responsible for conferring or meeting with the family. The District will also conduct child find activities which includes locating, identifying, and evaluating all students suspected of having disabilities.

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

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. In order to ensure a smooth transition back to the District, the Director of Special Education contacts the facilities in order to obtain current special education paperwork. The District and 1306 facility will communicate and collaborate to ensure the student is able to transition back to the school with the necessary special education services and supports. The administrators and counselors who are familiar with the student will participate in meetings. If the student is identified as a special education student, the Director of Special Education will participate in an IEP meeting and reevaluation meetings as needed. The Fairfield Area School District would comply with all federal and state requirements to identify, evaluate, and provide appropriate programs for these students. These services would be available for any student during pending court action and after the conviction of a criminal offense. In addition, the Director of Special Education would develop ongoing communication procedures to ensure the provisions of appropriate services. In addition, the Director of Special Education will communicate with the family, the probation officer, and the facility staff to ensure that the school district is prepared to provide an appropriate education once the student is eligible to return to public education.

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).

Least Restrictive Environment

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

Fairfield Area School District did not meet all Indicator 5 targets during the 2019-2020 school year as identified on the State Performance Plan. The District reported 67.9% of students inside the regular education classroom for 80% or more of the school day as compared to the state target of 61.5.0%. The District has identified areas of the core curriculum that special education students can participate in the regular education classroom with additional accommodations and modifications. The teachers have been provided professional development at department meetings to increase student participation in the regular education class. The District was above the state performance target of students who are inside the regular classroom less than 40% of the school day. The District reported 11.4% of student inside the regular education classroom less than 40% of the school day as compared to the state target of 9.6%. The District was above the state performance target for students in other special education settings. During the 2019-2020 school year, we have 9.8% of the identified students in placements outside the District as compared with the state performance target of 4.8%. The District has some special education supports that provide full-time, supplemental, and itinerant services for students with disabilities in the neighborhood school they would normally attend. The District can improve by providing more special education supports and services in the regular education classroom.

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

The 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, reading specialists, intervention specialists, and administration who 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 receive instruction in the least restrictive environment. At the elementary level, some of the MTSS components include: Acadience Reading Universal Screener, From Sounds to Spelling, Bridge the Gap: Interventions by Heggerty, Seeing Stars, LIPS Program (Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech). 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 the regular education teachers; targeted instruction is planned in accordance with assessment results (K-8). Tier 3 interventions are provided through a designated program to meet each student's specific needs. Students are assigned to groups that are smaller than the Tier 2 groups until they have met the goal for each standard. The schedule has a built-in 30 minute intervention block for each grade level. During this time, students are pulled from the Core to receive interventions. Students that remain in the Core with the classroom teachers are receiving small group reading instruction. The students receiving interventions still meet with their classroom teacher for small group reading instruction at another time. This allows students to get a double dose of instruction on needed skills. During other time slots throughout the day, interventionists are "pushing in" the Core classrooms to provide additional support to identified students. Acadience Reading Progress Monitoring -Given to the students in tier 2 and tier 3 interventions by the interventionist. - Administered by the interventionist every two weeks -Used to drive the instruction during intervention and to target the specific skill the student needs remediation in -Is administered by the interventionist based on the first skill the student scored below benchmark on the Acadience Reading Universal Screener -If a student scores on benchmark two consecutive times on a skill, the interventionist will move the student on to the next skill that the student scored below benchmark on the Acadience Reading Universal Screener (or the next skill working towards on grade level skills). -If a student scores on benchmark four consecutive times on a skill that is considered on grade level, they will be moved to the next tier level. For example, a student can move from a tier three intervention to a tier two intervention or from a tier two intervention back to tier one (the Core). Students who received reading

intervention in fourth grade at the elementary school are screened at the beginning of the year in middle school using the Acadience Benchmark assessment. Students who scored in the below category on the English Language Arts PSSAs and who move into our district are also screened. Students receive small-group instruction with the reading intervention specialist focused on oral reading fluency and comprehension, based on the needs identified through the Acadience Benchmark screener. Students are also provided support during their English Language Arts class. Data is collected every other week on students who receive reading intervention in order to monitor progress. Data is collected using Acadience Progress Monitoring materials. Throughout the school year, when a teacher has a concern about the academic needs of a student, he/she will complete the Student Concerns form which will include data and interventions tried thus far. The MTSS team will then meet to discuss next steps to address this student's academic needs. All middle school students take the CDTs for Math and Language Arts. This data is then used to address students' academic needs.

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

The Fairfield Area School District has implemented a continuum of special education services and programs across all buildings. Students receive Supplementary Aids and Services within the regular education setting that enables many students with disabilities to learn and participate in the least restrictive environment. Educational placement always begins with consideration for programming in the regular education classroom with supplementary aids and services. IEP teams utilize specially designed instruction, special education programming supports, and comprehensive planning for transition to a new grade to ensure students are included to the maximum extent possible. The District utilizes special education teachers and special education support staff to implement supplementary aids and services in the regular education classroom. Any and all additional resources and supports that are needed will be provided to the students. Special education teachers are available for support and consultation in the general education classroom based on the individual student needs identified in each student's IEP. The District also provides special education supports outside the regular education classroom. Students receive replacement instruction in the special education classroom in the areas of reading, writing, and math based on their individual academic and functional present levels of performance. The regular education teachers and special education teachers receive training in Supplementary Aids and Services, Differentiation in the Classroom, Accommodations and Modifications in the General Education Curriculum, and Effective Use of Assessment Data.

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

Fairfield Area School District uses Supplementary Aids and Services to meet the individual needs of the students with disabilities in the least restrictive environment while providing relevant educational benefit. The district provides general and special education teachers with common planning time to assist in the collaborative process to ensure meaningful participation of students with disabilities in extracurricular activities. Para-professionals and Personal Care Assistants support special education students to ensure access to any and all activities. The District collaborates with parents through meetings, e-mails, and via phone to identify areas of participation in extracurricular activities and develops plans as part of the IEP to support students. Furthermore, 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, and communication devices. 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.); orientation and mobility support services, and adaptive equipment. Social-Behavioral Supplementary Aids and Services provide support and services to increase 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, positive reinforcement, social skills instruction, and individual Positive Behavior Support Plans.

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?**

Children with disabilities placed in private institutions have the opportunity to participate in district lead extracurricular activities based on individual student need and eligibility. The IEP team will review and discuss the student's educational needs and develop a plan to support extracurricular activities through the use of specially designed instruction, transition services (if appropriate), related services, and supports to school personnel.

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)**

Fairfield Area School District continues to analyze program needs and provide a continuum of services for special education students. In addition, the District participates in a Consortium Program with Bermudian Springs School District and Upper Adams School District. The participation in the Consortium Program allows the District to provide special educational programming to students which include Life Skills Support Services, Emotional Support Services, Behavior Intervention Services, Occupational Therapy Services, and English as a Second Language Services. The District is collaborating with additional districts in Adams County to discuss and analyze the feasibility of providing a continuum of special education services among districts in Adams County.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey	Other	Other Private Facility	Merakey	Autistic Support	1
Hoffman Homes	Other	Other Public Facility	LIU	Emotional Support	1
Brook Lane Laurel Hall	Licensed Private Academic		Brook Lane	Emotional Support	1

Positive Behavior Support

Date of Approval

2022-02-14

Uploaded Files

113.2.docx

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

Fairfield Area School District has policies and procedures in place that emphasize using positive reinforcement and positive techniques to assist students with learning and maintaining skills that will enhance educational opportunities. The Positive Behavior Support policy, includes all the required components to ensure that all positive behavior support programs are in accordance with 22 Pa. Code 14. 133, including the training of personnel for the use of specific procedures, methods, and techniques. Each building has a code of conduct that promotes expected behaviors through positive role modeling and incentives.

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.

Fairfield Area School District staff are trained in the use of positive behavior supports and de-escalation techniques. The District has policies and procedures in place that include using research based practices and ensures that Emergency Safety Physical Intervention are used only as a last resort. Interventions used in the Positive Behavior Support policy are based on the research of Applied Behavior Analysis (ABA), which is a scientific approach to behavior. ABA can be used with students to provide positive reinforcement to teach and maintain appropriate behaviors, identify problem behaviors, observe and measure the behaviors, develop a comprehensive plan to change the behaviors, and monitor the behavior to ensure the plan is effective in changing those behaviors. Staff are trained in Safe Crisis Management and Safety Care on a yearly basis to maintain a current certification.

3. Describe the district positive school wide support programs.

Fairfield Area Elementary School counseling program is designed to assist students in a variety of ways through individual counseling, small group counseling, and classroom guidance lessons. The program is designed to be proactive and preventative in nature; however, brief counseling is also provided during and after crisis situations depending on the individual needs of each student. Every student, based upon need, has equal access to elementary counseling services. Specific skills in the area of social-emotional wellness are taught to all students (i.e. Tier 1) in a large group format - 1 time per week for 30 minutes. The classroom lessons are delivered in the regular education classroom and support the students in the areas of focus include self-worth and esteem, positive peer relationships (including assertiveness and conflict management), respect for differences, stress management, decision-making, etc. Career exploration is also included in these lessons to support students. All lessons follow the American School Counseling Association (ASCA) mindset and behavior standards and Pennsylvania's Career, Education, and Work (CEW) standards. Small group counseling is conducted for students on a short-term basis and offered during times of intense need or if the needs (i.e. Tier 2) warrant it. Topics for these groups include relationship skills, self-awareness and management, dealing with changing families, grief and loss, stress awareness and management, and responsible decision-making. Parent permission is required for these services. Collaboration and consultative services are used in Tier 3 when a child's behavior has not shown improvement in Tier 1 or 2, if

the issues involve treatment, or if the behaviors are outside of the scope of practice for a school counselor. Fairfield Area Middle School and High School work to establish a positive climate for all students. The teachers and staff are provided professional development regarding signs of bullying and appropriate response to bullying and are watchful around the building for potential signs of bullying. Students have the opportunity to participate in organized clubs and have the opportunity to build positive relationships with staff and peers. Teachers are expected to communicate regularly with parents regarding behavior issues, along with academic issues. The Student Assistance Program is also available to assist students who are experiencing social, emotional, and/or behavioral issues. Individual and/or small group counseling is provided to student demonstrating difficulty with participating in the educational environment based on social, emotional, and behavioral challenges. These students are provided with instruction on expected behaviors and self regulation strategies. Classroom lessons are also provided to students that focus on suicide prevention and awareness, mental health, diversity, and strategies to support physical and mental health. Fairfield Area School District works collaboratively with outside behavior health rehabilitative service providers to support students in the educational environment. Career, Education, and Work Standards are taught inclusively with the general education curriculum to support students in career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship. All students participate in these lessons and develop artifacts as part of the Ch. 339 Comprehensive School Counseling Plan. The school-wide positive behavior program provides support to all students through the implementation of classroom lessons, positive reinforcement, and school initiatives to support a positive school climate and culture.

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

Fairfield Area School District contracts with a psychiatrist for psychiatric evaluations to assist with educational recommendations and educational programming, Fairfield Area School District provides school-based counseling to students as needed by using the districts school psychologist and school counselors. In addition, the District partners with True North Wellness Services and Songbird Counseling Services. The District also collaborates with Mental Health/Intellectual and Developmental Disabilities, Adams County Juvenile Probation, Adams County Children and Youth Services, and mental health agencies to support students individual behavioral health.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. Fairfield Area School District have staff trained across all building on the use of Emergency Safety Physical Intervention through the use of Safe Crisis Management and Safety Care. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:

1. The restraint is used with specific component elements of a PBSP.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. PBSP includes efforts to eliminate the use of restraints.

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.

There are no areas of concern.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support (3 & 4)	Elementary	Full-time (1.0)	01/16/2023 01:18 PM

Building Name		
Fairfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (2-4)	Elementary	Full-time (1.0)	01/16/2023 01:17 PM

Building Name		
Fairfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.75

Building Name		
Fairfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (K-2)	Elementary	Full-time (1.0)	01/16/2023 01:11 PM

Building Name		
Fairfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7

Age Range Justification	FTE %
	0.5

Building Name		
Fairfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Fairfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Learning Support (5 & 6)	Secondary	Full-time (1.0)	01/16/2023 01:08 PM

Building Name		
Fairfield Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech (ES/MS/HS)	Multiple	Full-time (1.0)	01/16/2023 01:04 PM

Building Name		
Fairfield Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 15
Age Range Justification		FTE %
Students no in speech and language therapy at the same time that exceeds maximum age range		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Intensive Learning Support	Secondary	Full-time (1.0)	01/16/2023 10:37 AM

Building Name		
Fairfield Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (NR)	Secondary	Full-time (1.0)	01/16/2023 10:29 AM

Building Name		
Fairfield Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support (K-2)	Elementary	Full-time (1.0)	01/16/2023 10:25 AM

Building Name		
Fairfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (JR)	Secondary	Full-time (1.0)	01/16/2023 10:22 AM

Building Name		
Fairfield Area HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Fairfield Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (MZ)	Secondary	Full-time (1.0)	01/16/2023 10:26 AM

Building Name		
Fairfield Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Fairfield Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech (JY)	Elementary	Full-time (1.0)	01/16/2023 12:58 PM

Building Name	
Fairfield Area El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	37

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Student not in the same therapy session beyond the maximum age range allowed		0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7 & 8 Learning Support	Secondary	Full-time (1.0)	01/16/2023 10:06 AM

Building Name		
Fairfield Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Fairfield Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
N/A	0.05

Special Education Facilities

Building Name		Room #
Fairfield Area El Sch		36
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2023-02-12		
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 #
Fairfield Area El Sch		30
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
Implementation Date		
2023-02-13		
Uploaded Files		

2 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 #
Fairfield Area El Sch		14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-13		
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 #
Fairfield Area El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-13		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Fairfield Area El Sch		18
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2023-02-13		
Uploaded Files		

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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	

Building Name		Room #
Fairfield Area HS		228
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
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2023-02-13		
Uploaded Files		

6 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 #
Fairfield Area HS		133
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
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2023-02-13		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Fairfield Area HS		237
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
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2023-02-13		
Uploaded Files		

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8 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 #
Fairfield Area MS		123
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2023-02-13		
Uploaded Files		

9 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 #
Fairfield Area HS		114
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2023-02-13		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Fairfield Area MS		120
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2023-02-13		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Fairfield Area MS		115
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 20 feet, 0 inches	420sqft	15
Implementation Date		
2023-02-13		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Fairfield Area El Sch		17
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 15 feet, 0 inches	405sqft	14
Implementation Date		
2023-02-13		
Uploaded Files		

13Assurance Check

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

Special Education Support Services

14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Other	1	District Wide	District
School Psychologist	1	District Wide	District
Occupational Therapist	.4	District Wide	Contractor
Paraprofessionals	7	District Wide	District
Physical Therapist	.05	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Special Education Teachers will be trained in Applied Behavior Analysis and research based educational strategies to support students identified with Autism.			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Staff will participate in professional development activities to support student with behavioral needs. Fairfield Area School District will provide a continuum of services to special education students needing behavioral supports and specific mental health needs.			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
All paraprofessional will be highly qualified every school year. Paraprofessional staff will acquire the knowledge and skills needed to perform their job responsibilities and provide appropriate supports to students as identified in the students Individualized Education Program (IEP).			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	6	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Special Education Teachers will create transition plans based on transition assessments that include activities and strategies that support post-secondary success and increase graduation rates			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Teachers will receive ongoing training and support in the areas of research based instructional strategies in reading instruction. Teachers will use standards and performance expectations to write goals and monitor student progress. Benchmark assessment data will be analyzed as part of the reading instruction and assessment cycle.			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parent training will be provided based on a survey of relevant topics parents indicated were a need during the next few years. Topics will include Autism, Behavior, Individualized Education Programs, and Mental Health.			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience

1	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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IEP Development

Description of Training			
Special education staff will receive training on the development of Individual Education Programs that are compliant with Ch. 14 Special Education Regulations.			
Lead Person/Position		Year of Training	
Sonja Brunner/Assistant to the Superintendent		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-24

Uploaded Files

Special Education Comp Plan.pdfSPeD Affirmation .pdf

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

Superintendent/Chief Executive Officer

Thomas J. Haupt

Date

2023-06-06

