

Fairview SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

7466 McCray Rd
 Fairview, PA 16415
 (814)474-2600
 Superintendent: Erik Kincade
 Director of Special Education: Keith Nies

Planning Committee

Name	Role
Matt Lane	Administrator : Special Education
Jennifer Farrar	Board Member : Special Education
Kim Heberle	Ed Specialist - School Psychologist : Professional Education Special Education
Bethany Russell	Elementary School Teacher - Regular Education : Special Education
Megan Sperry	Elementary School Teacher - Special Education : Special Education
Benjamin Barbour	High School Teacher - Regular Education : Special Education
Lisa Jablonski	High School Teacher - Special Education : Special Education
Lisa Villa	Middle School Teacher - Regular Education : Special Education
Melissa Heidt	Parent : Special Education
Keith Nies	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 181

Identification Method

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

The Fairview School District utilizes the discrepancy model to identify students with specific learning disabilities. However the evaluation process utilizes a systematic process involving multiple steps that eventually leads to the determination of eligibility for special education services. Throughout the district, each building has an active support team or SAP Team which serves as the initial referral source for students demonstrating difficulties or issues within the regular school environment. Any student who shows signs of being at risk for academic or social-emotional difficulties can be referred to each building's support team. Once a child is referred, a school based team meets to complete the following:

- Review of the initial referral form indicating the child's current issues and/or difficulties he or she may be demonstrating.
- Review of all school records including: attendance, discipline, grades, previous interventions, vision or hearing needs, medical issues, and any other pertinent information.
- Examination of all curriculum and performance based assessments (PSSA, Keystone, Fountas and Pinnel Reading Assessment, DIBELS, Literably, Measures of Academic Progress (MAP), and current grades.
- A current observation of classroom performance.
- Assessment of pre-referral interventions or implementation of intervention strategies/interventions.

As the school based team completes its review of a child's initial referral request, it determines if the child's difficulties warrant the need of a formal evaluation from the school psychologist. If an evaluation is deemed necessary, the following steps would occur:

- The school psychologist will obtain parental permission (Permission to Evaluate) to perform a standardized evaluation of the student's intellectual disability and academic achievement to determine the student's strengths, weaknesses, and capabilities. Areas that are examined may include oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematics problem solving.

- An analysis of the student's strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade will be made.
- A determination that vision, hearing, or motor problems did not exist that may have contributed to the success or failure of the assessments.
- Rule out Intellectual Disability, Emotional Disturbance, cultural and/or environmental issues or limited English proficiency.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The following information is based upon a review of the district's enrollment numbers compared to the state's numbers dating back to the 2014-2015 Penn Data report. Our total enrollment of students with disabilities was 10.8% in 2014-2015 as compared to the states 15.6% total. As the states percentage has increased to 16.9% in the 2017-2018 data report, our district has remained at 10.8%. The 2015-2016 (11.6%) and 2016-2017 (11.4%) data revealed a slight increase in special education enrollment. The Fairview School District has seen a rise in total enrollment over the years. Based on the comparison reports, the district's enrollment has climbed from a total of 1625 in the 2014-2015 school year to 1,691 in the 2017—2018 school year.

In reviewing the numbers based on student disability, the district remains quite higher in the area of Autism and slightly higher in the area of Specific Learning Disability. In the 2014-2015 report, it indicated a 21.7% Autism population in the district as compared to the states 9.9%. This climbed to 23.5% Autism population in district compared to the states 10.3% for the 2015-2016 report. Similar numbers were displayed for the 2016-2017 report. In the 2017-2018 report, the district had a total Autism percentage of 21.3% as compared to the states 11%. The district has a total of three Autistic Support classrooms, one in the middle school, and two in our elementary school. The middle school and one of the elementary programs have been newly implemented in the last 6 years, or so, to better serve students with Autism within our district. Our quality programs and great reputation have attracted families to move into our district which has caused a spike in total enrollment. This has also led to an ever growing need to support the high percentage of Autistic students with in our district. To address these disproportionalities, the district continues to refine and expand our programs in order to meet the growing needs of students with Autism. With the addition of two new Autistic Support Classrooms in the last six years, the district has also opened a new Life Skills classroom in the high school for the 18-19 school year. This classroom has helped serve and meet the needs of our students in need of a Life Skills curriculum as they enter high school. It is also in the

plans to look at opening an additional Autistic Support room at our middle school in the near future if the need presents itself.

Students identified as having a specific learning disability have been slightly more than the state over the last four years. The 2017-2018 report indicates a 42.1% total population of students with a specific learning disability in the district as compared to the state's 40.9%. The Fairview School District continues to monitor this population and is constantly looking to refine its programs to better meet the needs of these students. The high school has added an additional learning support teacher to its staff to provide the necessary support needed for growth and success of the learning disability student.

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 Fairview School District is not a host district. If Fairview was a host district, it would be responsible for the education of the students enrolled/placed in this program. Fairview would work to coordinate with appropriate/outside agencies to provide the best educational services for these students. The Fairview School District would also be responsible for communicating with the resident school district with respect to each individual student and their needs. Lastly, the resident school district will be kept informed of its plan to educate each student.

The Fairview School District will have open communication lines to meet consistently with the agency providing education to the student to ensure that each student is receiving FAPE. The Individualized Education Team would meet annually to discuss each student's needs, programming, and goals. The home district would also be encouraged to participate in IEP/team meetings and provide input to the student's IEP. The Fairview School District would ensure that the full range of the special education LRE continuum is made available and addressed. Any training that may need to be provided to personnel would be provided through partnerships with the educating agency, PaTTAN, IU5, and/or other agencies available to meet the training needs of the appropriate personnel.

Currently, there are no foreseeable barriers or problems.

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).

At this time, there are no facilities for incarcerated students in our LEA. If such a facility were to open within the district, the Fairview School District would be responsible for the education of the students placed in the facility. As a result, the Fairview School District would use its current Child Find procedures in place for its own resident students. In addition, the district would develop a system of identification and evaluation, in collaboration with the facility to ensure FAPE was being provided to any student in need of special education services. Furthermore, an appropriate agency would be contacted to provide the educational services to these students. To ensure the provision of FAPE, members of the Fairview School District would meet consistently with agency supervisors. Open communication lines would be established between our school district and the district in which the family resides to share important information. Last, a representative of the Fairview School District would participate in the IEP process for students that are incarcerated to ensure their needs are met in compliance with FAPE.

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.

Giving students with a disability a chance to participate in the least restrictive environment to the maximum extent appropriate is something the Fairview School District strives to do. According to the district's 2017-2018 Penn Data report, 60% of students with disabilities in the district participate in the general education classroom for 80% or more of their school day. Differentiated instruction at all levels is an emphasis in every classroom in the district. Meeting the needs of all learners through the use of differentiated instruction is vital as it plays a key role in keeping students with disabilities in the least restrictive environment. Through the use of data driven instruction, our classrooms utilize in-class, differentiated instruction to address various learning needs within the general education classroom. Ongoing assessments, including formative and summative methods, aid in designing ever changing instructional presentation and techniques. The

use of literacy aides, Americorps volunteers, and high school helpers allows teacher in our elementary school to provide various levels of instruction and interventions in the least restrictive environment of the general education classroom. Our middle and high schools use the support of special education teachers and classroom aides to support the students with disabilities as they participate in the least restrictive environment. This includes the ability of our special education teachers to both push into the regular classroom and serve as a book of resources for our general education teachers. In the event that our typical instructional strategies are unsuccessful and further intervention appears warranted, the Fairview School District employs a highly effective student support team which meets bi-weekly to assess student's needs and to implement additional supports to ensure success without the need for special education services. This team, made up of building administrators, the school psychologist, counselors, supervisor of special education, special education teacher, and the regular education teacher, conducts classroom observations and makes recommendations for classroom interventions to support the child in the general education environment. In the event that the proactive strategies implemented as a result of the support team do not prove successful, a referral can be made for further evaluation. Once a student is evaluated and meets the criteria for eligibility for special education services, the IEP team gathers to develop the student's individualized education plan (IEP). This plan addresses the needs identified in the evaluation report as well as the needs identified through teacher and parent input. The formal evaluation, conducted by the district's school psychologist, reflects classroom observations, current classroom grades, teacher/parent input, review of all records, curriculum based assessments, functional behavior assessments if necessary, progress in the general education curriculum, and the formal intellectual and academic testing administered as part of the evaluation. If eligible, the IEP team develops a plan that targets goals and specially designed instruction designed for student growth and success. Once this is accomplished, the team discusses the supplementary aides and services needed to facilitate successful participation in the general education curriculum. If it is determined that a child needs a more restrictive program, the team examines the degree of support needed and identifies the areas where more support is needed. This is accomplished by a class by class basis, keeping the child in the general education classroom where possible. The IEP team ensures that the determination of "where" services are to take place follows the determination of "what" services are needed by considering them in that order and starting with the general education environment. At the conclusion of the IEP, a determination of where services are to take place is made and a Notice of Recommended Education Placement (NOREP) is issued to obtain parent approval. In the Fairview School District, all students are given the opportunity to interact with their non-disabled peers on a daily basis. Every student with a disability in our district is provided with the opportunity to participate in enrichment arts such as library, gym, music, and art. They also participate in lunch, recess, assemblies, school programs, and field trips with their non-disabled peers. Supplementing a general education class with a special education class only occurs when success cannot be achieved even with the use of a wide array of supplementary aides and services.

Throughout our district, para-educator support (classroom aides) is available for all our students with disabilities, if appropriate and deemed necessary, to ensure success within the general education classroom. Students identified as having an emotional disturbance in our district have

been successfully included in the regular environment through the learning support program with the use of positive behavior support plans, enhanced mental health services including TSS, Mobile Therapy, Behavioral Support Staff, and our partnership programs with Sarah Reed Children's Center including our high school Refocus Program and out-patient counseling. The district also contracts out the services and utilizes the expertise of an Intermediate Unit #5 behavior consultant. This person is a valuable member of our team as she provides our teachers and staff with professional development, participates in IEP team meetings, participates in support team meetings, performs classroom observations, and is available to provide strategy/intervention ideas to both our teachers and classroom aides to better meet the needs of students with behavioral needs participating in the general education classroom.

Over the last six years, the district has opened two new autistic support classrooms. The addition of these classrooms have allowed us to better meet the needs of our ever growing population of students with Autism. Through intensive professional development through Pattan and the Northwest Tri-County Intermediate Unit in the area of Autism and the hiring of two qualified AS teachers, we have successfully transitioned students from one grade level of AS to the next. This has allowed our district to maintain and educate our students in their home district. Looking ahead, the district will continue to monitor the number of children with Autism within our schools and further evaluate if an additional AS room is needed at our middle school. We now have two members of our staff trained to administer the ADOS for students suspected of being on the spectrum. Past protocol and the limited number of AS classrooms in the district made us look out of district for some of our students with Autism. It is a goal of our district to educate our students in their home district if possible and we are now successfully doing that.

Another population the district is working hard at meeting the needs of is our students with an Intellectual Disability. Although we have a small percentage of these students, it is our goal to meet their needs and educate them within the Fairview School District. On occasions, we continue to look to neighboring school districts and the Barber National Institute for use of their programs. This occurs when the IEP team decides that the child is in need of a greater degree of support than we could offer through our learning support program. Due to the slight increase in this population, the district has begun to create programs to educate these students. This includes the addition of a Life Skills high school classroom starting in the 18-19 school year, the hiring of an experienced Life Skills teacher, professional development provided to our staff, the addition of classroom aides, the addition of a district job coach, and the addition of a Work Awareness and Transition (WAT) class at our high school. The district has also established the Autistic Support middle school classroom as 20% Life Skills Support. These additions have allowed us to bring students back to their home district and to decrease the number of students placed in out of district programs.

Another highlight of our district that allows us to best meet the needs of all the different learners is our continued partnership with Sarah Reed Children's Center. This partnership has provided an added support for our students with emotional, behavioral, mental health, and academic needs. The Refocus Program, located at our high school (grades 9-12), serves both general and special education students. This program has meshed academic support, mental health support, and

emotional support by adding a classroom, staffed by a mental health counselor, for students to go to in times of need. This program has decreased the use of out of school suspensions, the need for alternative placements, and has given our students in need a place to regain their composure. This classroom also supports students working in the district's Edgenuity program, an online platform for students to be educated rather than the traditional face to face classroom. This unique blend of academic, mental health, and behavioral support has been recognized by Pennsylvania Department of Education as an Exemplary Inclusionary Practice. This program continues to aide in the success of the at-risk high school population and the district has discussed creating the same program at our middle school.

Professional Development is a priority within our district. Viewed by the district's administrative team as necessary and important, professional development opportunities are provided each year for our teachers and staff. Many of our programs' successes have been due to the amount of professional development provided to our teachers. Continued professional development on a variety of topics is consistently provided to our teachers during Act 80 days, teacher in-service days, and during school building faculty meetings. Through the use of in-services and workshops offered by the Intermediate Unit #5, PATTAN, PDE, and local mental health agencies, our staff has been provided ongoing access to research based practices and state of the art initiatives on a yearly basis.

Differentiated Instruction has been and will continue to be a focus of training in our district. Moving forward, emphasis on the incorporation of technology in the classroom will be a top priority in the district. From a special education standpoint, providing teachers and staff with professional development opportunities on inclusionary practices and meeting the needs of the Autistic student in the general education classroom will be a priority. The Fairview School District has recently implemented 1 to 1 iPad for all classrooms K-12. Every student K-12 in the district receives an individual iPad to use throughout the school year. The iPad initiative has been combined with the roll out of a new learning management system (LMS) called Schoology. A majority of our classrooms our equipped with Smart Boards or Apple TVs to make learning a more hands on approach. The use of Smart Boards, Apple TVs, iPads, and Schoology have made inclusion for our students with cognitive and physical limitations highly included and involved in the general education classrooms learning experiences. Through the use of current technological advances and implementation within our district, our students are afforded state of the art assistive technology as warranted by their IEPs. The following chart indicates the District's Supplementary Aids and Services which support inclusion of our students in the general education environment:

Curriculum	Instruction	Assessment	Environment
Use of Rubrics targeted to individual learning needs	Differentiated Instruction	Use of Rubrics targeted to individual learning needs	Specialized Transportation
Adaptations and Modifications to the	Guided Reading Groups/Centered Base	Adaptations and Modifications to the test	Structural Aids

material when necessary	Learning	when necessary: tests read aloud, small group testing, adapted tests	
Para-educator support (classroom aides)	Collaborative Teaching: push in support from the special education teacher/Para-educator support	Para-educator support (classroom aides)	Adaptive Equipment
Inclusion Meetings with Regular Education Teachers	Learning Support Team Meetings, Inclusion Meetings, Clinical Support Team Meetings	Inclusion Meetings with Regular Education Teachers	Small Group Learning Opportunities
IEP Team Meetings	IEP Team Meetings	IEP Team Meetings	Halt-Anti Bullying Program/Character Education
Transition Meetings for students transitioning from 1 building to the next	Transition Meetings for students transitioning from 1 building to the next	Use of technology during assessments	Social Skills Groups/Lunch Buddy Groups
Use of Assistive Technology	Use of technology: 1 to 1 iPads, Smartboards, Apple TV, Schoology Platform, Apple Classroom/Availability of Assistive Technology	Use of Assistive Technology	Refocus Program
Use of 1 to 1 iPads, Smartboards, Apple TV	Cooperative Learning Strategies	Universal Screening, Formative, and Summative Assessments	Tiger Den for during school work and after school homework help
Research Based Corrective Reading Programs: Wilson Reading, Failure Free	Provided Accommodations during the delivery of instruction: directions repeated, visuals, etc.		Behavioral Support Consultant, Mental Health Counseling (out-patient), SAP/Support Team meetings

Service/Resource and Description

Neighboring Districts:

Over the last two years, the district has worked hard to create programs within to support all of our students with disabilities. The district has added a Life Skills classroom in the high school, has combined Life Skills Support with our Autistic Support in our middle school, and five or so years ago created a second AS room in our elementary school. With this being said, we still currently utilize consortium classes in neighboring districts for low incidence needs including: Emotional Support (all levels) and Life Skills Support (elementary aged). This option is looked into when we feel the district cannot provide the degree of support needed for the child to progress and be successful.

Sarah Reed Children's Center:

This agency provides the following services to the Fairview School District:

- Partial hospitalization services
- Alternative education opportunities
- Refocus Room services within our high school
- Enhanced mental health services via the refocus room, TSS, Mobile Therapists
- Facilitate an outpatient clinic at all three buildings

Special Education Supports and Services:

- Inclusion Meetings for planning, strategizing, and discussion between general education and special education teachers
- Learning Support Team Meetings: monthly meetings between the learning support teachers, supervisor of special education, and the building level administration to discuss issues, students, and happenings within the classroom
- Para-educator support
- Professional Development opportunities
- Clinical Support Team Meetings (CST): monthly meetings between the Autistic Support Teachers, Life Skill teachers, supervisor of special education, and the building level administration to discuss issues, students, and happenings within the classroom
- FAST (Fairview Autistic Support Team): monthly presentations provided to parents on community programs and resources that would be beneficial to their child
- Differentiated Instruction
- Scheduled open meeting times for parental feedback and collaboration
- Coaching and guided support for team members in the use of assistive technology for individual students
- Specialized transportation provided for students who need it
- Use of specialized equipment or furniture for students who need it such as the physically impaired and Autistic students (individualized desks, stand up desks, chairs, trampolines, key boards, etc)
- Adaptive equipment (FM systems, joy sticks, touch screens, smart boards)

- Professional development for para-educators on meeting the behavioral needs of the Autistic child in the regular classroom (provided by the IU#5 behavior consultant)
- Instructional arrangements that support inclusion: para-educator support and opportunities for push in support from the special education teacher
- Providing modified curricular goals via the use of rubrics which allow ways for students to receive instruction, assessment, and demonstrate learning
- Providing test modifications and adaptations (guided notes prior, small group testing, tests read aloud, etc)
- Providing alternative materials and/or assistive technology (text to speech apps, Bookshare)
- Use of Technology: 1 to 1 iPads, Schoology, Apple TVs, Apple Classroom, Smart Boards
- Providing instruction on the use of assistive technology in the context of the curriculum and the typical routines in the regular classroom
- Use of differentiated presentation of curriculum content
- Providing research based supplementary materials
- Structural Aids such as trays, grab bars, swings, wheelchair accessibility, changing tables
- Social Skills instruction
- Providing instructional adaptations (pre-teaching, repetition, guided notes, repeating directions, visuals)
- Counseling supports
- Positive behavior support plans targeted to the needs of the individual
- Peer supports (lunch buddy groups, friendship groups, peer tutoring)
- Modifications of rules and expectations
- Cooperative learning strategies

Northwest Tri-County Intermediate Unit #5

- This agency provides contract consultant services for the following: Hearing Impaired, Vision Impaired, Physical Therapist, Occupational Therapist, Assistive Technology, and Behavior (BSC).

Transition Services:

Unique programming continues to be a highlight of the Fairview School District's special education program. At our high school, we have a transition coordinator who keeps abreast of and facilitates

necessary transition services for our students. Our transition activities are highlighted by the following:

1. All students are given a tour of the local technical school in 9th grade. Students are eligible to attend the tech school in the 10th grade.
2. Career investigations are completed through the Post-Secondary Planning Curriculum, as well as, individualized job shadowing experiences.
3. PA Career Zone and Naviance are tools used by students to assist with career exploration.
4. In our elementary school, students in 3rd grade participate in Career Day. Local employers from a variety of professions come to Fairview and discuss their career options in both professional and technical fields as well as the armed forces. The Fairview School District also participates/hosts a Transition Fair with two neighboring school districts.
5. Students are linked with the Office of Vocational Rehabilitation (OVR) beginning at the age of 14 upon parental consent. More so, OVR becomes more involved before students leave high school. Generally, information is shared with OVR and the referral process begins when students are in 11th grade. As seniors, if students and parents are interested in services, the students are often administered a new psychological evaluation by the Office of Vocational Rehabilitation. OVR meetings between students and parents are held at Fairview High School to make the process easier for families. This process begins early to ensure a seamless continuation of services after the student leaves high school.
6. The Transition Technical School is an employment readiness program for students who cannot complete a traditional technical program. This hands-on program is an initiative by nine area school districts who designed and fund this program to fill an identified gap in services available to some of our more needy students. This program targets students with emotional and learning needs and provides an on-site, hands-on approach through simulated lab settings including: hospitality, food service and custodial, as well as, completion of the PACE curriculum. This program targets juniors and seniors and culminates with actual job experiences in real life environments as per agreement with a prominent local restaurant/hotel owner. Students participating in this program learn employability basics plus receive practical experience in entry level employment settings.
7. Throughout high school, students are given the opportunity to job shadow on an individual basis.
8. As juniors, students prepare for the work world through the completion of the course Post-Secondary Planning. Within this curriculum are activities on filling out job applications, developing a resume, practicing interview skills, and creating a graduation project dealing with a career of their choice. This project includes researching a career field of interest, determining the educational requirement and job outlook.

Our transition services for our students in special education are comprehensive and result in post-secondary preparation. Transition planning begins during the school year that the students turns 14

years of age. During this initial year, the special education teachers interview students to determine their career interests. The parents are also included in the discussion to determine goals and expectations for their child moving forward. The students are also enrolled in middle school electives designed to offer them a variety of experiences along with the academic foundation required to succeed at the high school level.

Students in our Life Skills high school classroom are provided with many opportunities for job skill awareness and development. In our first year of this classroom, we have created many partnerships with community businesses that provide job related experiences for our students. A major part of the Life Skills program is the Work Awareness and Transition course (WAT) that gives students the opportunity to be taught and develop job related skills. This is an elective geared to students who are capable of benefiting from classroom instruction and supported community work experiences. Work experience may be supplemented by work around the school building or in the classroom, and in the community. WAT provides students with classroom, school and community based hands-on learning and work experiences. Students explore potential careers, identifying their interests and strengths while building the work skills, habits and behaviors necessary for successful employment. Work experience placements are designed to meet student needs and can be in community or school settings.

For the 18-19 school year, the Fairview School District hired a part time paraprofessional to serve as the district's job coach. This person helps run the WAT program and assists students when they are out at community based work experiences. Their role is to help transport students to and from job sites, help students complete and develop job related skills, to collect data on student progress, and to support and encourage the students to give their best.

As students continue on through high school, job shadowing opportunities, technical school and/or college visits can be facilitated. Our students participate in a variety of interest inventories. One course in particular, Post- Secondary Planning, integrates activities helpful to college bound students as well as students who plan on entering the work force or military immediately after high school. These activities include: cost of living activities, resume development, cover letters, mock interviews with local business leaders, college or post high school training research, aptitude personality and interest assessments to aid in selecting a career, ASVAB (military entrance exam), e-mail etiquette, professionalism in the work place, and career and occupation research.

As students with disabilities turn 14 years of age, they become linked with the Office of Vocational Rehabilitation (OVR). Our teachers and secretary of special education work to contact the representative from OVR to participate in IEP team meetings. As juniors, if agreed upon, students will begin the referral process to be involved with OVR. Students and parents are invited to meet with an OVR representative in the high school. Being able to host the OVR meetings at the high school has developed an excellent relationship between OVR, parents, and the Fairview School District.

Fairview School District offers a high quality academic program that affords students the opportunity to have quality choices after high school. A desire to reach their fullest potential is fostered in ALL students, including those with disabilities. Academic support is provided at all levels of the curriculum. We offer a continuum of services for students who require a pull out program for

English Language Arts and/or Mathematics as well as inclusionary supports in other academic areas.

Continuum of Supports/Services:

The Fairview School District serves a wide continuum of students' needs within our district. Our multi-disciplinary teams address individual student specific needs on a case by case basis through the IEP process in order to make the appropriate program recommendations. Although most of our students with disabilities are educated within their home school, some needs cannot be met in this environment and are best served in other settings as determined by the IEP team.

Currently, the district provides special education programs at all three building levels. The programs are as followed:

- Fairview Elementary School
 - 2 learning support classrooms
 - 2 autistic support classrooms
 - Speech & Language support
 - 6 paraprofessionals (classroom aides)
 - Students identified with an Intellectual Disability or Emotional Disturbance in need of special education services are successfully serviced through our two learning support classrooms
- Fairview Middle School
 - 3 learning support classrooms
 - 1 autistic support classroom combined with Life Skills Support
 - 10 paraprofessionals (classroom aides)
 - Speech & Language support
- Fairview High School
 - 3 learning support teachers
 - 1 life skills support teacher
 - 4 paraprofessionals (classroom aides)
 - Speech & Language support
 - Utilization of push-in support by the special education teacher
 - Refocus Room for students in need of mental health/social/emotional services

According to Indicator 5, based off of our 2017-2018 data report, the LEA had 60.4% of students inside the regular class 80% or more of the time. This fell short of the 64.1% SPP target.

Furthermore, our district had 8.2% of students inside the regular classroom less than 40% of the

time meeting the SPP target of 8.1%. The district strives to keep student in the LRE as much as possible. The overall percentage is affected each year as students graduate, move into the district, and change buildings within the district. In addition, the district currently has 8 students placed out of district, down 6 students from the previous school year. With the addition of the high school life skills class, the district was able to bring some students back to their home district to be educated. All out of district placements are determined by the IEP team, putting the needs of the students first. In some cases, over the last 3 years, the district either did not have the proper program for the student or the IEP team determined a program out of district was best for the child.

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 Fairview School Board recognizes that a Behavior Support Plan is extremely important for students in special education programs. Behavior support programs include a variety of techniques to develop and maintain skills that enhance a student's opportunity for learning and building a sense of confidence.

Positive techniques for the development, change, and maintenance of selected behavior shall be attempted prior to the use of more intrusive or restraining measures. When specialized intervention is required, the following basic premises are to be pursued:

1. Behavior concerns should be addressed through functional performance and goals in the student's IEP.
2. Positive, rather than negative, measures shall be used in designing interventions.
3. The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used.
4. Appropriate replacement behavior should be identified.
5. Instruction in task and/or work related behaviors which lead to increased academic growth and post-secondary opportunities shall be provided.
6. Procedures should be used which can be faded, normalizing consequences to a level and type found in the community.
7. Components of the district's Code of Student Conduct shall be used as appropriate.
8. A team process should be utilized involving students, parents, and staff when making decisions regarding any change of placement.

When strategies are necessary to intervene in dangerous and seriously disruptive behavior, student's rights are protected only through the use of clearly delineated and approved procedures, including classroom management strategies and behavior plans. The following safeguards shall be used to protect student's rights and prevent misuse of procedures:

1. Restraints to control aggressive behavior may be used only when the student is acting in a manner so as to be clear and present danger to himself/herself, to other students, or employees, and only when less restrictive measures and techniques have been proven to be ineffective.
2. The use of restraints to control aggressive behavior of a student shall result in a IEP team meeting to review the current IEP and the appropriateness and effectiveness thereof.
3. The use of restraints may not be included in the IEP solely for convenience of staff, or as a substitute for an educational program.
4. Mechanical restraints may only be used if agreed upon in the IEP and determined by a medical professional qualified to make that determination. Use of mechanical restraints must be agreed to by the student's parents.
5. The IEP team will decide the specific behavior or support plan elements when necessary for each eligible student.

The Fairview School District's Policy also references the use of positive behavioral support plans, it states: A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by an IEP team, based on a functional behavior assessment (FBA), and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior specific to tangible rewards. Interventions should be less intrusive and focus on positive rather than negative measures.

Each year, all special education teachers, para-professionals, some key teachers and administrators, are trained in Handle with Care (HWC). HWC is a crisis intervention and behavior management system used to deal with certain major behavioral issues. This program approach incorporates de-escalation strategies as well as appropriate physical management techniques, when deemed necessary, to protect the safety of all that are involved. The Fairview School District has invested in the necessary resources so that we now have in-house trainers for this program, including one teacher in each building. Our three trainers, all special education teachers, are available to refresh certifications, answer questions, and provide training to new staff.

The Fairview School District also utilizes a number of school-based behavioral health services. All three building in our district have the services of Northwest Tri-County Intermediate Unit's certified Behavior Support Consultant (BSC). This person is contracted out to provide weekly services for staff consultation, one on one student support, and serve as a functional behavior assessment team member, participate in IEP meetings, conduct student observations, and serve as a key member in our monthly Clinical Support Team (CST) meetings for our Autistic Support classrooms. The district also contracts out behavioral health support, provided by Sarah Reed's Children Center for our SAP

and student support teams. This individual attends team meetings, attends monthly SAP team meetings, sees students individually, and makes recommendations for more intensive counseling when needed. For students in need of intensive support, the district also utilizes an Out-Patient Clinic in all three school buildings. This is via a partnership with the Sarah Reed Children's Center. This support enables students to receive intensive therapeutic counseling sessions during the school day.

Throughout the Fairview School District, all three buildings utilize a Functional Behavior Assessment (FBA) and Positive Behavior Support Plans (PBSP) as a resource and support for our students to effectively manage their behavior. The process is used to help staff, parents, and students learn effective strategies and interventions needed to facilitate a positive school experience. This team approach is not privy to only students with identified disabilities. Team meetings are often conducted for students in need who are not part of the special education population. This strategy and process has been an extremely useful early intervention that can often eliminate the need for special education. The use of the PBS has proven to be successful across all building levels and all ability levels. It has contributed to a more positive school environment.

All three buildings in the district have very active student support teams which function to identify early problems and to act quickly to provide supports to students in need. The supports and interventions are put in place to remediate or resolve the issue where possible. These teams, made up of teachers, school psychologist, building administration, guidance counselor, supervisor of special education, and nurse meet bi-weekly to discuss certain students. The high school Refocus Program is a valuable behavior and academic support provided to our students. This program provides a small group and quiet setting where students can work out problems with a teacher and counselor before they become unmanageable. Our elementary and middle school each have a Tiger Den, which allows students to calm down, work in a small group, work in a quiet setting, participate in lunch buddy groups, and serves as a safe place for students to calm down and resolve academic and/or emotional issues. This school wide support is staffed by an Americorp teacher and provides both academic and social emotional support as needed for all students. These quiet venues are also a great place for students with sensory issues to escape the stimulating lunch environment and engage in a quiet lunch bunch session to practice social skills and problem solving strategies. District wide we continue to facilitate anti-bullying programs such as Halt, Helping Hands, and Project Wisdom. These programs help students to continue working towards a supportive and positive school environment.

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 Fairview School District has not experienced difficulty with programming for students this past year due to our willingness to add any needed supports, training, or services to meet our student's needs. In fact, this past year a Life Skills classroom was added to our high school which allowed us to bring students placed out of district back to their home district. Furthermore, the district added a part-time job coach and additional classroom aides to support our students with disabilities participating in the general education classroom. At times, difficulties arise in meeting the needs of our emotionally disturbed students. However, a majority of these students are successful being serviced through our learning support programs. The high school Refocus Program, in partnership with the Sarah Reed Children's Center, has also been a benefit in helping students with behavioral needs. Due to this program, many behavioral issues have been averted due to the ongoing support from this highly therapeutic support team. The in house outpatient counseling, also through Sarah Reed, gives students and families a needed venue for intensive one on one counseling. The district's behavior specialist, contracted from Intermediate Unit #5, serves as a major support for both students and teachers. This person conducts classroom observations, participates in team meetings, helps conduct Functional Behavior Assessments, and provides trainings to our staff. Last, a partial hospitalization program, located within ten miles of the district, continues to provide intensive therapeutic placement for students whose needs are more severe.

The Fairview School District has generally not experienced gaps in the availability of services. Given that we have the resources of surrounding districts, we have been able to access programs that we do not have in district, if needed. We have utilized neighboring district's Life Skills Programs and the Barber National Institute (Approved Private School) for students with more severe cognitive needs. However, we have started to slowly transition students placed out of district by adding a high school Life Skills program and added a small percentage of Life Skills to our middle school Autistic Support classroom. When necessary, we work closely with other Erie County area districts to coordinate programs and to assist one another to help meet the needs of the students. With the addition of programs within our district, the partnership with our local Intermediate Unit (IU #5), and the collaboration with other school districts, the Fairview School District has been successful in program location and planning for all of our students.

The Fairview School District continues to work closely with an array of outside agencies to ensure appropriate programming for our students with disabilities. The Northwest Tri-County Intermediate Unit #5 works closely with us to provide Early Intervention Services for our preschool aged children with disabilities. They also assist in the transitioning of those children into our school aged programs and facilitate recommendations for needed placements. The Barber National Institute provides services for a small number of our students with severe Autism or Intellectual Disabilities, when necessary.

We have worked hard to add additional programs within our district over the past five years to help meet the needs of all our students. This includes the addition of a middle school Autistic Support room, a second elementary Autistic Support room, and the new Life Skills Program at our high school. We have also added a small percentage of life skills into our middle school Autistic Support Program. In prior years, when these programs were not available, we had to move these students to neighboring school districts as part of the consortium program. However, these additions of programs within our own district have helped keep more students in their home district to be serviced. Looking ahead to the future, it is the hope for our district to further expand our programs when the needs warrant that.

Students in need of emotional support are generally serviced within our learning support programs at all levels. As mentioned before, our high school Refocus Program, through a partnership with Sarah Reed Children's Center, has contributed to our success in this area. We have also benefited from other programs such as the Sarah Reed Partial Hospitalization Program, Sarah Reed's in house outpatient counseling, and Bethesda Partial Hospitalization Program. These programs, combined with the work of our contracted IU#5 behavior specialist, support us well in meeting the social and emotional needs of our more severe students.

The Fairview School District also works closely with Children and Youth Services when meeting attendance and in home needs. Juvenile Probation, when necessary, has also played a role in assisting our IEP teams with school motivation and in providing an additional avenue for support.

As previously mentioned throughout, a Behavioral Support Consultant, contracted through the Intermediate Unit #5, has also been a major asset that has proven successful in maintaining and addressing emotional needs successfully in our schools. This individual is a critical team member in the development of Functional Behavioral Assessments and Positive Behavioral Support Plans.

The Fairview School District prides itself in differentiated and inclusionary practices. We believe that the hiring and retention of high quality staff is key to our program success and supported through professional development training opportunities. Our efforts currently emphasize leveled and/or differentiated instruction in the classroom and more collaborative teaching among the general and special education teachers.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Barber National Institute	Approved Private Schools	Autistic Support, Multi-Disability Support, Intellectual Disability Support - full-time programs	3
Girard School District	Neighboring School Districts	Life Skills Support	2
Northwestern School District	Neighboring School Districts	Life Skills Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.25
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	5	0.75
Locations:				
Fairview Elementary	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: July 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.5
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	9	0.5
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	5	0.5
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	15	0.5
Locations:				
Fairview Middle School	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 12	7	0.5

Locations:				
Fairview Middle School	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: July 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.5
Locations:				
Fairview Middle School	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	12 to 14	3	0.5
Locations:				
Fairview Middle School	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: July 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.5
Locations:				
Fairview Middle School	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	12 to 15	4	0.5
Locations:				
Fairview Middle School	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:* Class*Implementation Date:* July 1, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	14	0.7
Locations:				
Fairview High School	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	15 to 19	1	0.3
Locations:				
Fairview High School	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:* ClassandPosition*Implementation Date:* August 29, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	13	0.6
Locations:				
Fairview High School	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	15 to 19	6	0.4
Locations:				
Fairview High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.6
Locations:				
Fairview High School	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	15 to 19	5	0.4
Locations:				
Fairview High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 29, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	30	0.62
Justification: This position is that of speech therapist. She works with individual and small groups of children at the same age level. She does not work with students in one group greater than three years.				
Locations:				
Fairview Elementary	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	10 to 13	30	0.31
Locations:				
Fairview Middle School	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	14 to 18	5	0.07
Locations:				
Fairview High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 14	3	0.6
Locations:				
Fairview Middle School	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%)	Life Skills Support	10 to 14	2	0.1
Locations:				
Fairview Middle School	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%)	Autistic Support	10 to 14	4	0.3
Locations:				
Fairview High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	10	0.8
Justification: This Life Skills classroom will serve all students who qualify for life skills support at our high school. This includes grades 9-12 and 12+.				
Locations:				
Fairview High School	A Senior High 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	Life Skills Support	14 to 21	1	0.2
Justification: This Life Skills classroom will serve all students who qualify for life skills support at our high school. This includes grades 9-12 and 12+.				

Locations:				
Fairview High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	1	0.25
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	4	0.75
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 6, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 14	1	0.03
Locations:				
Fairview Middle school	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 10	1	0.03
Justification: Student is enrolled in a school building that is K-4 however he will not be grouped with or be educated with students that are 3 years or older.				
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 6, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 10	1	0.04
Justification: Student is enrolled in a school building that is K-4 however he will not be grouped with or be educated with students that are 3 years or older.				
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 19	1	0.05
Locations:				
Fairview High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	Central Administration	1
School Psychologist	All Building Levels	1
Paraprofessionals (23)	Fairview High School (6), Fairview Middle School (10), and Fairview Elementary School (7)	16.5
Speech Pathologist	All Building Levels	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Specialist	Intermediate Unit	1 Days
Vision Impaired Consultant	Intermediate Unit	1 Days
Occupational Therapy Consultant	Intermediate Unit	1 Days
Physical Therapy Consultant	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	With now three Autistic rooms available in our district, ongoing staff development will be needed to meet the growing needs of this population throughout the district.
Person Responsible	Supervisor of Special Education and the Director of Curriculum Instruction and Assessment
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	60
Provider	Fairview School District/IU 5
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	General education teachers, special education teachers and paraeducators will receive ongoing professional development and training in the area of autism and assistive technology for this population.
Research & Best Practices Base	Researched Based professional development activities will be selected via PATTAN or our IU#5 to assist in professional development.
For classroom teachers, school counselors and education	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>School Whole Group Presentation Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional 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>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities</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 Participant survey</p>

	<p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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Behavior Support

Description	Special Education Staff will be provided strategies, supports and consultation in order to provide positive behavioral supports for all students in special education at all building levels. This support will include professional development through inservice presentations on topics relative to positive supports. This will also include yearly training in the Handle With Care program which includes de-escalation strategies and proper physical interventions when a child's safety is at risk.
Person Responsible	Special Education Supervisor and Building Level Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	50
# of Participants Per Session	5
Provider	Intermediate Unit, Contracted Behavior Consultant, School Personnel
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>Through our regular monthly clinical support team meetings and student support teams our staff are provided continuous professional growth in providing positive behavioral supports for our students. Our team members include individuals from all arenas including a behavioral support consultant from our Intermediate Unit.</p> <p>Handle With Care Training will provide strategies for staff including verbal de-escalation, and proper hands-on assistance/support when needed.</p>
Research & Best Practices Base	All practices are research based and evidence supported via PDE supported approaches.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<p>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> <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>LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities</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>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles</p>

	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

Paraprofessional

Description	Paraprofessionals will receive 120 hours each year of training in areas deemed necessary for their continued successful support of our students with special needs. They will also receive yearly refresher courses in Handle With Care Training (as needed as per individual certification needs).
Person Responsible	Supervisor of Special Education and Building Level Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	10
Provider	Intermediate Unit and Fairview School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Ongoing and updated information on best practices for working with students with special needs.
Research & Best Practices Base	All workshops and inservices will be provided by the IU and based on research based best practices recommended by PDE.
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

	<p>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	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.
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</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	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading

Description	All students in special education will show continuous growth in reading through the use of specialized programming suited to meet each child's individual needs including: implementation of rigorous supplemental programs, and use of research based, data driven instruction.
Person Responsible	Supervisor of Special Education and Building Level Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	25
Provider	Fairview School 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>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>

	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional
Grade Levels	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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	Teachers of students with special needs age 14 or older will be provided with ongoing transition training via our Intermediate Unit.
Person Responsible	Supervisor of Special Education and the district's Transition Coordinator
Start Date	7/1/2019

End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	5
Provider	Northwest Tri-County Intermediate Unit #5
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	New PDE Transition Regulations and Indicator 13 expectations and attainment. Indicator 14 requirements as well.
Research & Best Practices Base	All Transition Training will be based on PDE requirements and recommendations.
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> <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	Live Webinar

	<p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	Classroom teachers
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>
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>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

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.

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).

Affirmed by Dan Stroup on 4/17/2019

Board President

Affirmed by Erik Kincade on 4/17/2019

Superintendent/Chief Executive Officer