

Old Forge SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

300 Marion St  
 Old Forge, PA 18518  
 (570)457-6721  
 Superintendent: John Rushefski  
 Director of Special Education: Michelle Hopkins

## Planning Committee

Name	Role
Chris Guida	Elementary School Counselor: Regular Education: Special Education
Melissa St. Ledger	School Psychologist: Regular Education
Michelle Hopkins	Administrator: Professional Education: Special Education: General Education
Nathan Barrett	Administrator: Professional Education: General Education
Molly Aversa	Elementary School Teacher: General Education: Education
Julie Strain	Elementary School Teacher - Special Education:
Daniel Holland	High School Teacher: Special Education
Donna Trotta	Administrative Assistant
Vanessa Thomas	Parent: Special Education: Regular Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 162

### *Identification Method*

To identify a child with a Specific Learning Disability (SLD) through an initial evaluation and/or a reevaluation the Ability/Achievement Discrepancy Analysis is used with additional supporting documentation that the student is not adequately achieving. The Ability/Achievement Discrepancy Analysis uses the student's ability on a national normed individual assessment and their achievement scores on scales that assess Reading Fluency, Basic Reading, Reading Comprehension, Math Calculations, Math Problem Solving, Written Expression, Listening Comprehension, and Oral Expression on a nationally normed achievement test(s). If the student's predicted achievement score(s) based on their ability (overall aptitude score) is statistically discrepant from their actual achievement scores, they would qualify as having a SLD in any/all of the above mentioned areas with additional supporting documentation. Additional supporting documentation may include the following if applicable: parent/teacher/student input; classroom observations; previous and current classroom performance; and performance on state and/or local assessments.

Also, to qualify as having a SLD or SLD(s) the discrepancy should not be better explained by medical conditions, effects of environment, culture, or economics, lack of proficiency in the English language, a visual impairment, a hearing impairment, a motor impairment, an Intellectual Disability, an Emotional Disturbance, an environmental or economic disadvantage, and/or lack of appropriate instruction, especially in Reading and Math. In addition, student should have been afforded the opportunity to learn (school attendance/school experience) to qualify as having a SLD.

### *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: <http://penndata.hbg.psu.edu/BSEReports>

There is a significant discrepancy between the state percentages and the Old Forge School District in the area of Emotional Disturbance as a primary exceptionality.

An explanation: Several of the students were not evaluated at the OFSD (approximately 35%); these students moved into the Old Forge School District with this exceptionality already identified.

The Old Forge School District goal to reduce the numbers in the emotional disturbance category are four fold:

- 1) Provide training to general education and special education teachers, paraprofessionals, and other support staff to assist with supporting general education and special education students with mental health diagnoses in the classroom.
- 2) Offer support through social work services (now employed full-time at the District) as a two tier measure prior to referral for special education services.
- 3) A team will meet monthly to develop a tier two action plan for individual students (usually a check-n-connect program\*) as part of the School-Wide Positive Behavioral Support Program.
- 4) Reevaluate students who have met their annual IEP goals in behavior or who continue to struggle with academic goals to determine eligibility category and current need for special education services.

\*check-n-connect program – the student receives a daily form (pictures/words K-3 and words 4-6) to visualize their targeted behavior goal. A designated staff member checks in with the student at the beginning of the day and end of the day to see how the student is doing. The form goes home to the parents daily so they can also view the student’s progress. After the student’s goal has been met (no less than an 80% successful days for at least three weeks) then the student may be considered for dismissal. The child study team reconvenes to make a decision.

### *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?

When the district has a non-resident student, the student meets with the administration/LEA to determine appropriate services based on the student’s IEP/Exceptionality/Exceptionalities. The student will be included in the general education to the fullest extent possible. Typically, students in the high school are in the general education setting for all courses with co-teaching. If the student is not adequately achieving than a smaller setting and or a research-based intervention program is considered. Students in the elementary school receive benefits of co-teaching as needed and they receive Intervention and Enrichment (I/E) where most of the guided learning occurs in the Learning Support classroom. If the student is not adequately achieving with these supports then a research-based intervention program is considered. If the student has behavioral/emotional needs a positive behavioral support plan may be used and/or social work and/or emotional support services may be utilized. Fully inclusive classes can be offered in life skills support, emotional support, and learning support as needed. If these programs do not fit the student’s needs than the district would contact the LEA/administrator to determine a plan and/or an alternate placement for the student. In addition, for all students the district would secure appropriate transportation, make

sure that meets and documents are completed within the allotted timelines, address attendance issues, and address disciplinary issues with the home district.

### *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).

There are no facilities located within the Old Forge School District for incarcerated students. The Old Forge School District works in collaboration with local law enforcement agencies, the officials of the facility and the host district where students are placed by the court to ensure a Free and Appropriate Public Education (FAPE). If a student of the Old Forge School District is incarcerated, the district cooperates with the providing district by forwarding educational records, maintaining contact, and participating in all interagency meeting, review meetings, IEP meetings, and discharge meetings.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.).
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Old Forge School District ensures that all students with disabilities are educated to the fullest extent possible within the general education environment, with non-disabled peers. The district has implemented a forty-two minute Intervention/Enrichment (I/E) period daily and an additional forty-two minute period weekly to increase instruction within the general education curriculum. Intervention and Enrichment provide tiered instruction (based on formal and informal curriculum-based assessments).

The Old Forge School District utilizes a Child Study team at both the elementary and high school levels. Data is collected and reviewed by the team and strategies are implemented to address the needs of the student. All options are explored and discussed prior to the determination for a full evaluation. Options typically explored include: addressing truancy issues, using homework plans,

implementing an individual behavior plan for the student using the School Wide Positive Behavior Support Plan System, implementing Title I Reading and Math and/or increasing services.

Following an evaluation to determine if a student qualifies for and is in need of specially designed instruction under IDEA, the MDT and IEP team will consider services and placement to meet the individual needs of the student. Removal from the general education environment may occur only after supplementary aids and services have been attempted, documented, and reviewed.

Ongoing collaboration takes place between general and special education teachers within the district. All students are included in homeroom, special subject areas, Intervention/Enrichment periods, and academic subject areas to the greatest extent possible. The district regularly and actively participates in IEP meetings for students placed outside the district. If a student needs to be placed out of the district, this would occur only after all internal methods have been exhausted to the greatest extent possible. Prior to a full-time out of district placement, ½ time placement is considered (as appropriate).

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Old Forge School District follows a school wide positive behavior support program in both the elementary and junior/senior high school. This plan consists of a tier 1 system of behavior redirection within the classroom and a tier 2 behavioral system which includes disciplinary actions through administration. Administration attempts to be creative with students with IEP's to reduce the number of out of school suspensions and in school suspensions for these students. In place of OSS and ISS, the district chooses to utilize administrative detention and detention before and after school, as well as recess/lunch detention.

The current policy includes language that the IEP team of a student in which behavior is impeding his/her learning or that of others, develop/revise a positive behavior support plan to meet the needs of the student through the implementation of a Functional Behavioral Assessment (FBA) and a Behavioral Improvement Plan (BIP) / Positive Behavior Support Plan (PBSP). The policy directs that behavior support plans be based on positive rather than negative techniques to ensure that all students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. All plans shall be based on research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The District makes every attempt to use the School Wide Behavioral Support plan in conjunction with the student's individual behavior plan. The OFSD has also utilized the services of 1:1 Personal Care Assistants to minimize the removal of students from the general education environment. Half-day programs are utilized for student's whom may need a more restrictive placement (rather than full-time).

All special education staff are trained in Crisis Management, currently the District's Superintendent is a certified instructor. This training focuses primarily on de-escalation techniques and therapeutic restraints as a last resort to crisis. The OFSD has maintained a 100% restraint free environment and will continue to strive for continuation

### *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 Old Forge School District continues to recognize the significance of providing FAPE to all students in the least restrictive environment. Any student requiring services that are not currently provided by the OFSD are insured appropriate programming within the following settings: local intermediate units (IU 18 and IU 19); neighboring school districts; approved private schools; residential treatment facilities; private schools; partial hospitalization programs; and acute partial hospitalization programs. The Old Forge School District understands the need to create/maintain appropriate programming for its students and has worked closely with neighboring school districts to assist in the development of that programming. Old Forge School District has continued to work closely with community mental health agencies, juvenile probation, and parents to ensure appropriate programming. The interagency process has been utilized to locate programming to meet the needs of individual students.

The Old Forge School District has recently contacted with the Friendship House for full-time social work services. The Old Forge School district is currently in the beginning stages of working with the friendship House to establish a mobile out-patient clinic with tele-psychiatry. In an effort to make mental health services including medication management more accessible to our students with mental health needs. In addition, the Old Forge School District has recently added an Emotional Support classroom K-6. The Life Skills program at the Old Forge School District is currently servicing students grades 2-7 which is the area where the majority of our students are enrolled to reduce the number of students whom need to leave their home district to meet their needs.

Students placed out of the District at the end of the 2014-2015 school year included 14 full-time and three half-day program. All of these placements were determined by careful consideration by the IEP team via a meeting. Things considered at the meeting included: reevaluation report, primary disability category, current progress towards IEP goals, supports and services, transition needs (if the student was 14 years or older), and behavioral goal progress (if applicable), etc. Additional things considered include the students disciplinary history and also attendance patterns (in applicable).

## *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Old Forge School District is committed to providing all students with opportunities to prepare for productive adult lives as evidenced in the district's mission statement and vision. These statements set the foundation for addressing the diverse needs of all learners including our special education students. Old Forge School District continues to be committed to providing the necessary services to identified students in their least restrictive environment. This is accomplished through district operated learning support programs, speech and language support, life skills support, and emotional support. The district recently established a district operated emotional support (2015-16 school year) classroom to allow students previously attending out of district placements to return to their home district for services. The Old Forge School District has also began operating a primary-secondary life skills support program (2015-16 school year), thus allowing 2-7 students who would be serviced elsewhere, to remain in their home school district of Old Forge. The district contracts with Northeastern Educational Intermediate Unit 19 for itinerant hearing support services located in both the elementary and the junior/senior high school to enable students with hearing disabilities to remain in their home district. The Old Forge School District has secured a full-time social worker through the Friendship House. Three additional paraprofessionals were secured during the last few years to allow students to adequately achieve in the general education class with supports to the greatest extent possible.

### **Communication**

Due to the fact that Old Forge is a one building district with enrollment of fewer than one thousand students K through 12, effective communication is maintained among special education and general education teachers throughout the students' years in the district. Communication with parents occurs on an ongoing basis. Due to these open lines of communication between the home and school, positive resolution of concerns occur without a significant number of complaints and due process hearings.

Effective communication, collaboration and cooperation are also evident between the administrative and instructional staffs. Building level principals and the Supervisor of Special Education serve as LEAs for their respective buildings and the district. They are actively involved in the planning and monitoring of programs and services and in the individual student's placement and progress in special education programs.

District administrators are actively involved on the Local Right to Education Task Force and attend meetings. The Old Forge School District has participated with the Local Right to Education Task Force by providing parents with dates/times/locations of all meetings at the beginning of the school year and again on a monthly basis. Parent involvement has been accomplished through workshops sponsored by NEIU 19 including Regional Parent Training and Transition Fairs along with programming provided within the school district itself. The district is currently working on

presenting to parents about crisis/intruder/safety tactics as well as working with local law officials to present on social media crimes.

Parent trainings and workshops have been made available on the districts website.

### **Professional Development**

Old Forge School District continues to have a strong commitment to staff development. Special education paraeducators employed in the district have completed the requirements of the Bureau of Special Education and have been awarded Pennsylvania's Credential of Competency for Special Education Paraeducators. They continue to attend training sessions to meet the requirements set forth the Department of Special Education.

All administrators and special education teachers employed in the district attend professional development sessions on necessary basis. Session topics include: progress monitoring, autism, differentiated instruction, direct instruction, Chapter 14 regulations, legally defensible IEPs, safe crisis management, Chapter 13 regulations, and other relevant topics.

### **Inclusion**

Special education students are included in general education classes throughout the school day at all grade levels as identified in their IEPs. Specially designed instruction is used to facilitate success in the general education curriculum. In addition, general education and special education teachers work collaboratively to assist students and address their individual needs. A number of the Special Education teachers and para-professionals participated in a co-teaching environment for part of the school day and have received training through NEIU 19 in the area of co-teaching. Special education students are afforded the opportunity to participate in all co-curricular activities such as sports, clubs, student council, etc.

### **Highly Qualified**

All special education teachers at the elementary level are highly qualified. Teachers at the junior/senior high school level have been either HOUSSE certified and/or have completed PRAXIS exams in specific subject areas. The district utilizes inclusion and has established co-teaching classes to address other areas of the curriculum to comply with highly qualified requirements.

### **Reading**

All elementary general and special education faculty have been trained in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment and administer it three times annually to students K-2. Special education teachers at the elementary and high school levels have been trained in and utilize reading progress monitoring to drive instruction to those students who demonstrate a deficiency in reading fluency, reading comprehension, and/or word reading. The district currently utilizes direct instruction programs for Reading at both the elementary and high school levels. Co-teaching occurs at both the junior/senior high school and elementary level for students with exceptionalities that can function in the general education class with supports in Reading.

Intervention and Enrichment (I/E), occurs at the elementary level where students receive remediation in the general education class or in the special education class depending on the level of need (43 minutes a day); I/E can focus on any combination of Reading, Writing, and/or Math).

### **Mathematics**

In the area of Mathematics, direct instruction is utilized at the elementary and high school level. In addition, co-teaching teams consisting of general and special education teachers have been established at the elementary and junior/senior high levels. All special education teachers utilize progress monitoring to drive instruction to those students who demonstrate a deficiency in math fluency, math computation, and/or application. Co-teaching occurs at both the junior/senior high school and elementary level for students struggling in Math. Intervention and Enrichment (I/E), occurs at the elementary level where students receive remediation in the general education class or in the special education class depending on the level of need (43 minutes a day); I/E can focus on any combination of Reading, Writing, and/or Math).

### **Technology**

The district's commitment to technology is evident in general and special education classes. All special education classrooms have computers all but one have a Smart board and projection device. General education classrooms also have computer work stations in addition to labs at the high school and elementary level. There is a newly purchased portable laptop station that is available at both the elementary and high school levels. Students have access to Study Island software for Reading, Writing, Mathematics and Science practice. Special education teachers have been provided with laptops to assist with instruction and IEP development. All Special education teachers have been trained and utilize a web-based IEP program. Students with IEP's that indicate a need for assistive technology have been provided with IPAD's to assist them with multi-modal education and/or communication needs (these students are both in the OFSD buildings and in OOD placements).

## Assurances

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### **Special Education Assurances**

*No policies or procedures have been identified.*

### **24 P.S. §1306 and §1306.2 Facilities**

<b>Facility Name</b>	<b>Facility Type</b>	<b>Services Provided By</b>	<b>Student Count</b>
Old Forge Elementary School K-3	Nonresident	Old Forge SD	0
Old Forge Elementary School 4-6	Nonresident	Old Forge SD	2
Old Forge Jr-Sr High	Nonresident	Old Forge SD	4

School			
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## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story West Wyoming	Approved Private Schools	Emotional Support	1
Achievement Academy	Special Education Center	Emotional Support	1
NHS Autism School	Approved Private Schools	Autistic Support/Emotional Support	4
New Story Throop	Approved Private Schools	Autistic Support	2
Jefferson Center	Special Education Centers	Life Skills Support	4

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.5
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	6 to 9	7	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	7	0.5
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 12	7	0.5

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.5
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	9	0.5

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	12 to 14	15	0.5

		operated					
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**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.5
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 16	10	0.5

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.5
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	16	0.5

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	6	0.5
Old Forge Jr/Sr High School	A Junior/Senior High School	A building in which General	Itinerant	Emotional Support	14 to 17	9	0.5

	Building	Education programs are operated					
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**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	30	0.5

Justification: Students are services either individually or as a small group with their same age peers.

**Program Position #10***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	9	0.5

**Program Position #11***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	4	0.5

**Program Position #12***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 11	2	0.5

**Program Position #13***Operator: Intermediate Unit*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	9 to 12	5	0.5

**Program Position #14***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	5	0.5

**Program Position #15***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	5	0.5

**Special Education Support Services**

Support Service	Location	Teacher FTE
Supervisor of Special Education	Old Forge School District	1
School Psychologist	Old Forge School District	1
Personal Care Assistants	Old Forge School District	3
Classroom Paraprofessional	Old Forge Elementary School	4
Classroom Paraprofessional	Old Forge High School	5
Speech and Language Therapist	Old Forge Elementary School	0.8
Speech and Language Therapist	Old Forge High School	0.2

**Special Education Contracted Services**

Special Education Contracted	Operator	Amt
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<b>Services</b>		<b>of Time per Week</b>
Social Work	Intermediate Unit	3 Days
Occupational Therapy	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	1 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Students with Autism will be provided with a free and appropriate public education as well as services provided by personnel who are knowledgeable and trained with the skills necessary to meet their educational, behavioral, and social needs. General education teachers and special education teachers will attend a training for low incident students with complex support needs. They will also present that knowledge to the district at an in-service training. There will be an increase of 100% elementary and high school staff members trained.
<b>Person Responsible</b>	Superintendent
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	1
<b># of Participants Per Session</b>	70
<b>Provider</b>	NEIU19
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The attendees will gain knowledge in the area of the least restrictive environment.
<b>Research &amp; Best Practices Base</b>	The educators will be provided techniques to instruct all students in their classroom.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

<b>roles</b>	<p>are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	School Whole Group Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessionals</p> <p>PCA's</p>
<b>Grade Levels</b>	<p>Elementary - Primary (pre K - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Participant survey

## Behavior Support

<b>Description</b>	The Old Forge School District will continue to utilize the School Wide Positive Behavior Support in the Elementary and High School buildings. The student response has been positive and staff members continue to utilize and develop appropriate interventions and tiers when disciplining students. The Old Forge School District will continue to reduce the number of discipline referrals, detentions, suspensions, and out of district placements.
<b>Person Responsible</b>	Superintendent
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	20
<b>Provider</b>	Old Forge School District
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The special education professionals will gain knowledge in the area of positive behavior support, writing, and conducting functional behavioral assessments.
<b>Research &amp; Best Practices Base</b>	Positive behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen appropriate behaviors and reduce identified inappropriate behaviors.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Classified Personnel
<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

### Paraprofessional

<b>Description</b>	All paraeducators and PCA's in the Old Forge School District are required to complete 20 hours of staff development annually.
<b>Person Responsible</b>	Superintendent
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	17
<b>Provider</b>	Old Forge School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The paraprofessionals will have gained knowledge in the areas of special education, assistive technology, and positive behavior support.
<b>Research &amp; Best Practices Base</b>	The professional development trainings are chosen by the needs of the district.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops

	Professional Learning Communities
<b>Participant Roles</b>	Paraprofessional Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (pre K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey Portfolio

## Transition

<b>Description</b>	Students with disabilities will demonstrate an increased ability to successfully transition into school age programs, to work within the community, to transition into post-secondary education, the military, and/or adult living arrangements.
<b>Person Responsible</b>	Superintendent
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	5
<b>Provider</b>	NEIU19
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The special education teachers will gain knowledge in writing legally compliant IEP's according to Indicator 13 training.

<b>Research &amp; Best Practices Base</b>	The transition training is required by the state and presented by NEIU consultant to district professionals.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	Classroom teachers of transition age students
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>

<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*