

This section is required*Special Education Students*

Identify the total number of unduplicated special education students.

Total students identified: **155**

Identification Method

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

Farrell Area District sends out a Permission To Evaluate (PTE) form along with a parent survey and procedural safeguards.

Once the PTE comes back the student is evaluated (MDE) by the psychologist. The evaluation must be conducted in accordance with specific timelines and use procedural safeguards procedures and by an MDT team (teacher, psychologist and parents). Generally the student is given a test of ability, achievement test, and along with data (assessments, report cards, attendance, cumulative records, and input from the Preferral team, SAP team, teachers (academic and or behavioral), the report is written. The MDE process results in a written report called an ER. This report makes recommendations about a student's eligibility for special education based on the presence of the disability and the need for specially designed instruction. The evaluation report also recommends the educational programming regardless of whether the team recommends the student is exceptional.

Determining the existence of a SLD discrepancy model: (currently used in the district)

A child does not achieve adequately for their age or meet state approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, comprehension, math calculations, math problem solving.

Must be determined that the underachievement in a child suspected of having a SLD is not due to lack of instruction and/or the teacher who provided the instruction was highly qualified.

Findings were not primarily the result of a visual, hearing or motor disability, ID, ED, cultural factors, environmental or economic reasons, LEP or lack of instruction.

If a student is determined to exceptional an IEP is developed. IEP members must include a regular education teacher, a special education teacher, the parent and a district representative. An IEP describes a student's current educational level, goals and objectives and the individual programs and services the student will receive. IEP's are reviewed on an annual basis. The team makes the decision about types of services, level of intervention and location of interventions. Placement must be in the LRE in which students needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children that are non-disabled.

Parents are presented with a NOREP which they sign which outlines the programs, services, and location of services that will be provided.

Two other methods used to identify are consistent with IDEA:

- Must permit the use of a process based on the child's response to scientific, research-based intervention
 - As per IDEA 2004, specific learning disabilities can be identified using the Response to Intervention method. With this method, if a student repeatedly fails to demonstrate adequate response to increasingly intensive, research-based interventions, the student can be identified with a specific learning disability.
 - The Farrell Area School District is currently using research based tools to monitor student progress (e.g. DIBELS, AIMs web, etc.), and uses flexible grouping in conjunction with the Title 1 program for reading and math based on this data in order to provide more intensive interventions for students who are at-risk. This data can be used to aid in the identification of an SLD via lack of response to intervention.
 - The Farrell Area School District would like to work towards implementing an Pre-referral Team so that the RTI model can be implemented more comprehensively and systematically. This would entail setting up a regular meeting time for the IST team to meet with teachers, discuss students who are not making progress, review data, and initiate the implementation and monitoring of more intensive research-based interventions.
 - May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).
 - As per IDEA 2006, a third, alternative research-based procedure can be used to determine a specific learning disability. This third method is the pattern of strengths and weaknesses or intra-individual discrepancy model. In this model, statistically significant discrepancies within cognitive and academic profiles are analyzed to determine if the discrete cognitive weaknesses are consistent with the discrete academic weaknesses. Children with SLD have an "empirical or otherwise clearly observable and meaningful relationship between their academic and cognitive deficits," (Flanagan and Alfonso, 2011). There are several empirically based models that are consistent with this third method of SLD identification (see Flanagan and Alfonso, [Essentials of Specific Learning Disability Identification](#), 2011).
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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>

December 1 child count reports:

2013-2014

	LEA	State
Total Enrollment ^	712	1,721,195
Total Special Education Enrollment	155	290,986
Percent Special Education	21.8%	16.9%

Percent of Special Education Enrollment by Disability

Autism	7.1%	11%
Deaf-Blindness ---	0.0%	0.0%
Emotional Disturbance	---%	8.6%
Hearing Impairment Including Deafness ---	0%	.9%
Intellectual Disability (Mental Retardation) ---	8.4%	6.4%
Multiple Disabilities ---	0%	1.1%
Orthopedic Impairment ---	0.0%	0.2%
Other Health Impairment	21.3%	15.7%
Specific Learning Disability	43.9%	40.9%
Speech or Language Impairment	10.3%	14.5%%
Traumatic Brain Injury ---	0%	0.2%
Visual Impairment Including Blindness ---	0.0%	0.4%

Spec ED	state	LEA
American Indian/Alaska Native --- ---		
Asian --- ---		
Black or African American	14.8%	71.6%
Hispanic ---		
Multiracial --- ---		
Native Hawaiian/Other Pacific Islander --- ---		
White	66.5%	14.3%

There are no significant disproportionalities to report. The LEA profile from the 2016-17 snapshot showed enrollment as follows:

african americans student count 554 of LEA 77.4%

white student count 111 % of LEA 14.3 %

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?

Crossroads Group Home and Services Inc alternative education program (7)

OHI 1 primary

ED 3 primary

SLD 3 primary

Crossroads is currently a PDE approved private provider for Alternative Education for Disruptive Youth Program (started in January 2001) and an approved Private Academic School (since August 2012). Male and female students are educated in different buildings by five PDE Certified teachers (2 Special Ed. Cert.). In addition to a full schedule of academic courses, each student receives a minimum of 2.5 hours per week of developmental group counseling (Anger Management, Problem Solving/ Coping, Social Skills, and Drug and Alcohol Awareness) lead by 4 Master level counselors and a Certified Addictions Counselor. Crossroads is also offers individual clinical counseling and family counseling to students on site. Crossroads is currently contracted with Farrell, Sharon, Hermitage, Sharpsville, Grove City, and West Middlesex school districts and can provide educational services to students in grades 4 through 12.

Students are placed at Crossroads for various reasons. The students that attend Crossroads, if placed in the facility by a judge, are adjudicated. We, as the host district, work with Crossroads ensuring that students are receiving FAPE in the least restrictive environment in accordance with Chapter 14 IDEA, and for qualified handicapped students with service agreements in accordance with 504 Rehabilitation Act of 1973 and 22 Pa Code Chapter 15. The district works in a team effort with Crossroads (administrators, staff, families/guardians and the courts) to address the student's educational needs and to make decisions that are in the best interest of the students, strengths, needs, goals, SDI, transition, and placement through the IEP process and confer and meet with the family to develop a service plan for qualified handicapped per team decision. Students who attend Crossroads will, at times, and on a case by case basis with home district involved on occasion, attend Farrell on a full time basis to receive their education. This decision is made as a team (Farrell administrators and Crossroads personnel). There are no problems or barriers that exist which limit the district's ability to meet its obligations under section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district will ensure that all children with disabilities residing within the district regardless of the severity of their disability and who are in need of special education and related services are identified, located, and evaluated. The district will provide FAPE to children with disabilities who need special education and related services.

Currently the Farrell Area School District does not have any facilities for incarcerated youth located within the boundaries of Farrell. If such a facility for incarcerated youth were located within Farrell we would work in collaboration with the facility to locate and identify students, as written in the annual public notice of special education services and programs, that are eligible and thought to be eligible.

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 district IEP team decides on the educational placement for a student. FAPE must be delivered in the LRE. 22 PA Code 14.102 (a) (2) (xxiv) To the maximum extent appropriate, children with disabilities at Farrell are educated with non-disabled children, and special classes, separate school in, and other removal of children with disability from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

When a student is scheduled into regular education classes special education teachers meet with those teachers to review that student's IEP. The regular education teacher is given a copy of the IEP and/or SDI and goals and students are provided SDI and supplemental aids and supports as required in the IEP in those classroom.

In the district, administrators, special education, and regular education teachers work in a collaborative effort (providing SDI, adapting and modifying instruction, working towards IEP goals) to ensure all students are successful within the regular education classroom. Classes are co-taught when special education teachers are not providing instruction in LS, ES classrooms and ongoing support is given to regular education teachers by the special education director, administrators and special education staff. Communication is on an ongoing basis with parents who are part of the team. Professional development is provided by the IU, by district administrators, and by colleagues who have attended trainings during in-service days and during early dismissals. Math and Reading (Title 1) coaches assist staff and students providing intensive interventions through pull out and push in. The Title 1 teachers started out this year working mainly in grades k-3 due to the number of students who did not attend pre-k and who came to kindergarten unprepared with skills necessary for success in kindergarten. The Title 1 teachers are now working with grades 4 - 6 in preparation for PSSAs. Title 1 also works with middle school teachers, A number of assessments are given (Dibels, Aims web, 4 Sight, PSSA, Keystones) and data is analyzed to district, building level, to class and down to individual student. The district is working to give CDTs to high school students that are aligned to the Keystones and that will better provide the district with the data to determine the needs of the students. Teams meet (grade level and by department) to discuss what strengths and needs of the district and students are so they will be successful. Meetings are also held with special education staff and updates are given as to changes in special education. Handouts are also provided and training is held on various topics such as indicator 13, Defendable IEPs, co-teaching, writing RR's, issues in compliance, PSSA, keystones, PASA, curricular changes PA Standards to CC and eligible content, mapping). Administrators and staff work in a collaborative effort to ensure all students are succeeding.

Progress is monitored on an ongoing basis by the special education teacher whose caseload the student is on. If a student is struggling, academically/behaviorally in a classroom, a phone call is made to the parents and or guardians and a team meeting is held to discuss concerns, and to decide what is working, what is not, to decide what needs to be put into place (accommodations, resource period, additional support) to ensure the students success in the regular education classroom.

IEP teams determine whether the goals in the IEP can be implemented in the regular education classrooms with supplementary aids and services before considering removing a child from the regular education environment. Students are not removed merely due to disability. Before contemplating a removal in a more restrictive environment a team meeting is held to discuss what efforts have been made to accommodate the student in the regular education class and with what outcome, what additional efforts are possible (supplementary aids and supports), what are the educational benefits available to the student in a regular classroom with the use of appropriate supplemental aids and supports including modifications to the curriculum content, and are there possible significant and negative effects of the child's inclusion or the other students in the class.

Supplementary aids and services mean aids, services, and other supports that are provided in general education classes, other education related settings and in extracurricular and non academic settings to enable children with disabilities to be educated inwith nondisabled children to the maximum extent appropriate

The purpose of providing SAS is to support students with disabilities as active participants with non disabled peers as well as to enable access to the general education curriculum. SAS include modifications to the general curriculum and a child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modification in the general education curriculum. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of the disability is such that education in regular classes with the use of SAS cannot be achieved satisfactorily. SAS should be available to all students who need them, designed to provide meaningful educational benefit and provided in a manner that avoids stigmatizing students as per Gaskin Settlement Agreement. There are numerous supports through SAS. Some utilized in the district are: environmental (altered physical environment, preferential seating), supports (one to one, instructional support, emotional support, behavioral support, health care, consultation), pacing (slow down pace, present only vital info, more time), adaptations/modifications (shortened assignments, chunk material, larger print, less choices on quiz/tests, highlight text, taped lessons, extra set of books given to student for home, tests read to or in special education classroom etc), social interventions (social skills class, cooperative lessons), planning time (department/grade level), materials needed, differentiated to meet individual needs.

The district follows steps in deciding on placement: 1. study the general educational setting (methods, materials, practices, and characteristics within the classroom) 2. identify possible barriers to learning and curriculum access in the general education classroom (skills, learning characteristics and needs) 3. identify strategies and services to eliminate barriers 4. analyze appropriate options and alternatives to implementation.

The framework the district considers is in the following areas: collaborative (adults working to support students), instructional (development and delivery of instruction that addresses diverse learning needs), physical (adaptations and modifications to the physical environment), and social behavioral (supports and services to increase appropriate behavior and reduce disruptive or interfering behavior).

The district has met action plan requirements as per its last cyclical monitoring. District staff have been given training: requirement of the invite and special education staff received training on transition and what section addresses that in the IEP. After reviewing the Special Education Data Report we found that 39.9 % of our Special Education population (2017-18 penn data report) are inside regular education classrooms 80 % or more and the state SPP target is 62.0%; therefore, we will provide the following services in order to meet the state target within the next three years.

The district will utilize on and off site-based training, consultation and technical assistance opportunities through IU4 and Performance Fact for the next year.

The improvement plan/corrective action is being followed as outlined addressing both academic and behavioral needs. The plan is written for three years. Their are timelines that need adhered to. The first is LRE and the percentages of students in the LRE needs to increase. Progress will be monitored in all classes. if students are struggling or at risk of failing a phone call will be made to inform parents, a team meeting will be held to look at the level the student is on and the level of the text and decide how to address the struggling student through adaptations/modifications and SDI and provide the staff/parent with documentation of the revisions to the IEP. Meetings are being held with Performance Fact and PD is being given: common core/eligible content, strategies for success, accommodating struggling students, differentiation, and mapping (a committee is set up to map in reading and math)

The staff will meet to look at data, instruction, and behavior once a week by dept or by grade level, on early dismissal days and during Professional Learning Communities

Other programs utilized are: Reading Horizons.

Co-teaching (the district will re-look at scheduling of staff and time available to meet with colleague to work as a team on lesson planning and instruction), differentiated instruction and utilizing data to inform instruction. Title I intervention.

After school tutoring is ongoing

Time is vital in order to meet as a department and by grade level and with teacher leaders to analyze data to drill down to see where the strengths and needs of the students are so we can better meet the needs of the students and ensure their success. ongoing progress monitoring based on appropriate data to determine the effectiveness of interventions.

This LEA is able to find placements for students through neighboring school district, Kitestrings, Brighter Vision, Pathfinder, the MIU4. Alternative placements also include Crossroads which is an alternative school located in Farrell and Keystone Adolescent Center.

- The Farrell Area School District would like to move more towards an more comprehensive inclusion model for special education service. Inclusion services are currently being implemented on a limited bases. For example, special education teachers currently have 1 to 3 periods a day where they are co-teaching a general education class. However, staff and scheduling limitations have led to complications at the present time. Over the course of the next three years, it is proposed that the FASD analyze and address barriers to implementation of more comprehensive inclusion services. It is recommended that inclusion services use a variety of methods to provide services in the least restrictive environment, including co-teaching, differentiated instruction, flexible grouping within the general education setting, and time for special and general education teachers to consult on accommodations and modifications for students.

Meetings are held at the MIU4 to discuss, resolve, and create additional capacity. The district has availed itself to the intermediate units' social worker when needed for assistance and works closely with other districts to deliver and expand special education services within our geographical area.

The district runs a SAP program which works closely with numerous mental health agencies to provide services to students who are in need of their help. A liaison from Farrell meets on a consistent basis with the MIU4 to ensure homeless students are receiving FAPE.

Classrooms operated by the MIU4

AS Farrell Elementary

The AS program is made by the district LEA, team decision. A current evaluation containing cognitive, academic, behavior, social and communicative assessments in addition to any medical documentation of diagnosis are submitted to Farrell. If information is sufficient to support decision making, an IEP will be scheduled by the district. If determined the student needs an AS placement the classroom assignment is made by the program supervisor in conjunction with the district and parent. The supervisor suggests the best assignment in order to make the most appropriate match between the student's current curricular needs and the curricular emphasis provided by the particular classroom.

MDS Neshannock Middle School

The characteristics of a functional replacement curriculum are based on instruction for the current and future needs of the student. This is accomplished by focusing on content and skill acquisition in the context of daily life. Skills are taught across these five life areas: 1). Home Living and Community Life, 2). Work Habits and Attitudes, 3). Recreation and Leisure, 4). Academics and 5). Preparation for Adult Life, Adaptations and modifications are developed to increase participation in the instructional activities. This includes use of related services if as needed. Skills are developed and practiced in multiple environments based on the student's individualized needs. Skill sequences are relevant, meaningful and highly individualized, following a "top down" rather than "bottom up" model. Instructional activities and materials are based on a student's chronological age. As the students mature, emphasis shifts from skill acquisition to skill application with increased self-reliance.

EI Hetra Building

MIU IV offers comprehensive early intervention programs and services from screening to preschool classroom programs for children ages 3 to 5 who demonstrate a 25% delay of their chronological age in one or more developmental areas.

Auxiliary related services are provided when needed and defined in the Individual Education Plan (IEP). These services might include assistive technology, audiology, case management, social work, physical therapy, occupational therapy, health related services in the classroom, parent education, family services and transportation.

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 district has been in the process of implementing a School Wide Positive Behavior Support program. The elementary has successfully completed Tier 1. The high school continues to build its program to meet Tier 1 requirements. To date the district has established a team, had several meetings with the IU4, had a meeting with staff to present and to get a buy in, came up with an acronym for the district (BLUE and Gold, B Be Respectful, L Live responsible, U Uphold integrity, EEncourage others), completed a behavior matrix, presented to the PTO, and worked on the discipline referral so all is aligned to the plan. The system is reviewed in behavior data meetings on a regular basis to analyze effectiveness, identify target areas, and to make modifications as necessary.

Currently the district uses the Champs program which will be integrated with the SWPBS plan. The IP requires a review of Champs and protocol for implementation school wide 8/21/14 completed,

Common plan time grade level/by dept to discuss data takes place in the elementary and in some areas of the middle/high school. The district has difficulty providing time district wide for the staff to meet due to the contract and also in the middle high school providing common plan time due to the amount of staff employed by the district.

Meetings have been held to determine the number of suspensions, the highest number of suspensions per student. The district is working in a collaborative effort with the behavior support team, staff, and union reps to relook and revise the behavior system currently implemented in the district. The staff is defining the terms used in the plan for consistency. The district has not assigned mentors to a small number of students who they will oversee. Meetings have been held with individual students to gain rapport, discuss right choices. The school psychologist meets with individual students on a case to case basis. The SWPBS team is working on the plan with the focus on rewards both tangible/intangible (positive reinforcement) for improved behavior which will lead to improved academic achievement.

Farrell has a SAP team and has begun a pre-referral process and a score program, strengthening concepts and opportunities with re-education. It is a collaborative effort between the district and vocational and psychological services, the Northwest Behavioral Health Partnership and Value Behavioral Health in PA. Goals are to promote behavioral change in the classroom, increase academic performance, enhance self esteem, build upon strengths, foster and cultivate relationships, reduce disciplinary problems, integrate families and improve coping skills. A psychiatric staffing is held for a student when there is a concern (behavioral) which could warrant a change of placement. The SAP liaison is usually present as the liaison between the district and parents.

Tier 1: Universal ~80 % of students Primary prevention/classroom wide systems for all students, staff and settings, rules posted for class and for bullying, positive reward system, be a bucket filler, catch being good, SWPBS, and Champs

Tier 2: Secondary ~15 % for students with at risk behavior

Tier 3: Tertiary ~5% for students with high risk behavior

At Farrell positive behavior support plans (PBSP) for students with disabilities and eligible young children who require effective practices, specific interventions, and strategies to address behavior that interferes with learning are developed by a team. They are written based on a Functional Behavioral Assessment (FBA): interviewing people that observed the behaviors, data collection, and analysis of information. A FBA is also used to determine the nature and extent of the special education and related services that a child needs, including a need for a BIP. A plan is then written (BIP) which includes methods that utilize positive reinforcement and other positive techniques to shape a child's behavior. The goal is to replace the negative behavior with a positive behavior through the use of positive reinforcement and positive techniques.

A FBA/BIP is done if the team decides that the behavior is impeding the child's ability to learn or impedes the learning of others. The team reviews the evaluation, re-evaluation, the IEP present educational levels, and input from the parent and teachers to see if the behavior is impeding the child's learning. If behavior issues are identified a PBSP is completed. If it is decided by the team the PBSP is not required to receive FAPE the reasons are documented in the IEP's present educational levels.

When a change of placement due to disciplinary removal of a student occurs, the district holds a team meeting (manifestation determination to determine if the behavior was due to the child's disability or to the IEP not being implemented), conducts an FBA and develops a PBSP or if a plan is in place, reviews and modifies the plan to prevent a recurrence of the behavior. The disciplinary change of placement occurs when a student is removed for more than 10 consecutive days, 15 cumulative days in a school year, even one day for a student with ID, up to 45 days to an interim placement due to violations involving weapons, drugs or serious bodily injury. A hearing is also scheduled.

At the secondary level the district employs the use of progressive discipline. Reassignment is used as an alternative setting for students who are continually disruptive. Every attempt is made to keep students in the school setting before a more restrictive exclusion of students is employed. Special education students are always provided the services of a certified special education teacher when receiving either in or out of school suspension.

Students receive in school suspension with the services of a special education teacher or out of school suspension only after a manifestation determination has been done to determine if the students behavior was due to his/her disability and if it was due to the districts failure to implement the IEP. if a student is ID they cannot be suspended without the permission from the state/chief state advisor. If the student has brought a weapon, drugs or is a threat to himself or others a manifest must be done to determine placement (45 days) .

The district has a policy number 218. Board policies and the student code of conduct are in place. Also in the handbook there is a section for bullying which states any cases of bullying, intimidation, or harassment should be reported to an administrator. Proven cases can result in warnings, detention, parent phone calls, suspensions, disciplinary hearings, and even charges being charged being filed with the police department.

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.

In cases where it is difficult to place a child with severe needs, a referral is made to the IU for assistance. Assistance from the Bureau of Special Education is sought in difficult cases.

In cases where severe behavior is not able to be supported in the home district, the IEP team considers options outside of the regular school environment. These options include, but are not limited to, Crossroads Group Home (APS), Glade Run (APS), or New Horizons (Center-based).