

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 113
School District Total Student Enrollment 598
Percent of Students Receiving Special Education 18.9

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity

The LEA developed the following procedures as a direct result of the most recent CMCI monitoring and corrective action: 1.Scheduled review meetings required with a team of admin, teachers, and counselors. 2.Referrals to SAP for interventions and supports. 3.Researching/reviewing other options for credit recovery. 4.Summer school options for credit recovery. 5.Potentially participate in the Drop Out Prevention webinar series participation provided by PDE/PaTTAN if available. 6.Review data from multiple sources such as but not limited to: student meetings, SAP reports, EdInsight reports, PS logs and communication with REACH (formerly Assurance counseling-School-based MH providers) for students at risk for course failure. 7. Communication with families and students regarding student progress.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

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

Should students be placed in an out of district facility by law enforcement and/or other placing agencies, the LEA remains as a point of contact for that facility to ensure the student is receiving FAPE. Students who are identified as Section 1306 students are provided with a free and appropriate public education at district expense. When students who qualify for Special Education are enrolled in such facilities, the LEA is responsible for providing the most recent Special Education records. The school district also provides any requested input either verbally or via email to ensure that the 1306 placement is providing the student with his/her Least Restrictive Environment (LRE) at that time. The LEA maintains a responsibility to be in contact with that placement through progress monitoring, report cards, and also in participating in any IEP Team meetings. FASD communicates with the facility as well as the host school district (where the facility is located) as necessary. The Director of Special Education regularly communicates with all outside agencies who educate all identified Section 1306 students. The LEA ensures that a certified special education teacher provides instruction in the 1306.

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

The district's procedure for communicating with 1306 is as follows: -1306 facility or the IU08 notifies the LEA that a student is in the care of the 1306 facility -Records are requested by the 1306 host and provided by the LEA -Communication includes written, verbal, and virtual options to collaborate about the student and their needs. -A transition plan would be developed with all members of the IEP Team if/when the student is ready to be discharged from the 1306 facility. The plan will be developed on an individual basis, keeping Least Restrictive Environment (LRE) as well as FAPE in mind. -All necessary personnel will be informed of the plan verbally or in writing. -Any necessary paperwork will be completed to ensure all compliance aspects are addressed.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

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

Least Restrictive Environment

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

In reviewing the most recent data available, there does not appear to be one area of improvement. The category defined as special education students inside the regular education class 80% or more, the LEA is slightly below the state average. The state average is 61.8% and the LEA was 60.7% for the 21-22 school year reporting period. The other two categories, the LEA has a small group size, so PDE does not report this information since the n count is 10 or less.

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

The District partnered with the IU08 during the 21-22 school year to develop MTSS at the elementary building. This partnership has assisted the district in adjusting the RTII/MTSS model to make the structure feasible to ensure that students were getting the supports they needed academically and behaviorally. During the first year of implementation, the District hired a MTSS coordinator who worked very closely with a MTSS team. This team was comprised of administrators, school psychologist, speech and language pathologist, counselors, teachers (regular and special education), Title I personnel and paraprofessionals. The MTSS initiative continues to grow this school year and the District saw a need to have an elementary teacher take on a math specialist role to assist with the interventions. The MTSS team is utilizing universal screeners and research based interventions to support the students within the tiered groups with reading and math. The District is looking to identify a behavioral screener for students that have behavioral needs. At the current time, individual plans are created by the MTSS team for students that require the tier 2 and 3 supports. In addition to the students that require supports, the District has made provisions within the master schedule to incorporate a time in every student's schedule to receive WIN (what I need). This is a time that students receive interventions, acceleration and enrichment services. The Elementary School additionally implemented school wide positive behavior supports during the 21-22 school year, which has assisted with student behaviors. MTSS is being implemented within the Junior-Senior High school during this school year. The focus on MTSS at the high school is to support students academically and behaviorally. Academic supports are offered during breakfast, homeroom period and also after school. The behavior pieces are more individualized for students with these particular needs and are typically identified by the SAP (student assistance program) and facilitated through Guidance, Mental Health Counselors, Administration and Teachers. The JSHS has had school wide positive behavior supports for several years and the data has shown that since the implementation of SWPBIS, office referrals have decreased and positive behaviors have increased. The District has previously had social and emotional training. However, with new personnel being hired recently, the District is participating in training with the IU08 that is relative to SEL, PBIS and classroom management. This is ongoing throughout the 22-23 school year.

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

When there are PDE sponsored initiatives, the District utilizes IU8 and PaTTAN for training for teachers, staff, and administrators. All staff that attend conferences are required to complete a conference evaluation form. If necessary, that staff member is utilized to train other district personnel during in-service and/or ACT 80 days. The District, at times, may request a site based consultation from the Intermediate Unit or PaTTAN to help monitor implementation of new initiatives. In an effort to allow all students to access the general education curriculum, the Elementary level building is utilizing the Guided Reading Model in the regular education classroom through co-teaching of a regular education teacher and additional staff supports. The elementary building is utilizing MTSS and tiered instruction throughout the student day. The MTSS core team works diligently with teachers to support them through instructional coaching, reviewing of student data, and collaboration for planning based on student needs. The Junior-Senior High School

utilizes co-teaching in many of the core classes and tested subject areas. The District uses technology such as iPad applications for education. The District participates in trainings offered by PaTTAN, IU08 and PDE for professional development activities. Professional development for staff involving the SAS Toolkit has been provided by IU8 staff. FASD Emotional and Autistic Support Teacher(s) are encouraged to participate in the IU8 Emotional and Autistic Support Network training(s). Special Education staff members, at times, have received training from PaTTAN in regard to special education programs, initiatives, best practices and legal issues/updates. The Ferndale Area School District provides many supplemental aids and services to ensure that special education students are educated in the Least Restrictive Environment with non-disabled students:

- Collaborative: • Scheduled time for co planning and team meetings (PD calendar, before and after school meeting opportunities) • Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support) • Professional development related to collaboration • Early Intervention transition meetings • Transition meetings with outside agencies for secondary students: OVR, Behavioral and Developmental Health Program/Community Agencies
- Instructional: • Providing modified curricular goals • Providing alternate ways for students to demonstrate learning • Providing test modification • Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)
- 1:1 iPads in the district have allowed for instructional accommodations to be implemented with ease • Changing method of presentation • Using reader services (human or computer generated based on student need) • Providing research-based supplementary materials • Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)
- Physical: • Furniture arrangement in environments • Specific seating arrangements (outlined in IEP and/or teacher plans) • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g., light, sound)

Both buildings have sensory rooms/areas. Students are allowed to have sensory items with them as needed. Social-Behavioral: • Social skills instruction • Counseling supports • Peer supports (e.g., facilitating friendships) • Individualized behavior support plans • Modification of rules and expectations • Cooperative learning strategies

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The District supports students with disabilities participating in extracurricular activities. The students are encouraged to sign up/participate in extracurricular events based on their interests and preferences. In an effort to provide meaningful participation in extracurriculars here are some items the district has done to encourage and allow students to be part of events:
- Providing extra adult assistance (PCA, nurse, administration, family member) so that a child can engage in an activity with peers.
 - District provided transportation (non-traditional timing) to allow students to participate in practices, games, etc. that they may otherwise not have transportation to and from
 - Interpreter for student(s) that are deaf and require this support (after school activities such as sports, Mental Health activity, drivers education, school functions such as dances).
 - Enlarged materials such as scorebooks and record keeping materials for student(s) with vision needs to be part of an extracurricular team.
 - Communication devices so that students can effectively communicate with peers, coaches, etc.
 - Amplification devices for students with hearing needs are available throughout the district for extracurricular events. This is not an exhaustive list but items that are utilized on a frequent basis. Items utilized by the district from SaS include but not limited to:
- Collaborative (Adults working together to support students) • Scheduled time for team meetings (This may include coach, team leader, director of special education, principal, athletic director, nurse and other school personnel that would be necessary to plan for a student with disabilities to participate in extracurricular activities).
 - Professional development (This item would be relative to specific student needs and would be led by district personnel most familiar with the student and their needs).
 - Coaching and guided support for team members in the use of assistive technology for an individual student (In terms of student who had AT items, a district personnel would meet with coaches and/or other personnel involved with extracurricular activities that the student is participating in. This may also include personnel from the IU (vision, hearing, etc.) depending on the student's needs. In cases of medical needs, the school nurse would be involved in training on certain devices (Glucose monitor, hearing aids, etc.)
 - Scheduled opportunities for parental

collaboration (Parents should be included in providing information to the school personnel as it relates to extracurricular activities. Parents can be a wealth of information and assist with training as necessary). Physical (Adaptations and modifications to the physical environment) • Furniture arrangement in environments (This could/would be done depending on student need and furniture utilized for extracurricular activities). • Adaptive equipment • Adjustments to sensory input (e.g., light, sound) (Sensory items from the school and/or home environment have been utilized for extracurricular activities, including lighting or sound items). • Structural Aids (e.g., wheelchair accessibility, trays, grab bars) (Structural aids are considered if/when a student with physical needs is participating in extracurricular activities). Social-Behavioral (Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior) • Social skills instruction (Typically, special education teachers instruct students on social skills. The AS/ES teachers are also in collaboration with coaches, team leaders, and parents regarding the student and what they may need to ensure success). • Counseling supports (The District contracts Mental Health counselors who work collaboratively with all students. In addition to the AS/ES teacher, they provide social skills support to students). • Peer supports (e.g., facilitating friendships) (This is facilitated through a range of activities in the district. At the elementary level, breakfast club and lunch bunch are utilized to assist with building friendships. These items are facilitated by guidance, mental health counselors and the special education department. Peer mentoring is utilized for upper elementary grades and Junior-Senior High School students. All programs are utilized to facilitate friendships, building friendships and continuing friendships).

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

At FASD, any students placed out-of-district have access to the same district extracurricular activities that are offered to our district student population. For occasions in which student(s) placed at out-of-district classrooms are planning to attend, SaS is reviewed to determine if any supplementary aids and supports are needed for the event so the student can access. Out-of-district placed students and families are always permitted and encouraged to attend school hosted events.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Ferdale Area School District strives to provide special education and related services in the least restrictive environment, as determined by the IEP team. IEP teams will continue to make placement determinations based on individual strengths and needs. The district has a continuum of placement options to include itinerant, supplemental, and full-time special education placements. Supports in regular education may include the use of individually selected supplemental aids and services. According to the most updated Penn Data report for the 21-22 school year, the LEA is slightly below the state average in the first category. The category defined as special education students inside the regular education class 80% or more, the state average is 61.8% and the LEA was 60.7% for the 21-22 school year reporting period. The other two categories, the LEA has a small group size, so PDE does not report this information since the n count is 10 or less. In reviewing data available from the 2020-21 school year, the first category (inside the regular education class 80% or more), the state average was 62.1% and the LEA was 63.6%. In the next category (inside regular class <40%), the state average was 9.8% and the LEA was at 10.7%. The last category was not reported by PDE due to the small group size not meeting or exceeding the n count. All students attending the District buildings have some portion of their day spent within regular education. Paraprofessionals, nurses, community agency staff and instructional staff support students in a variety of regular education settings as determined by the IEP team. The only types of support in which a student would be placed out-of-the district by an IEP team decision may be for students with severe disabilities who may need full-time emotional support, full-time autistic support, multiple disabilities support, or life skills support. When a student is placed in an out- of-district placement, continuous communication and monitoring occurs to ensure that the placement is meeting the needs of the child and continues to maintain as the LRE.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type
ACRP Center For Achievement	Licensed Private Academic		ACRP	Autistic Support
Appalachian Youth Services (AYS) Day Treatment	Other	Day Treatment	IU 08 (educational portion)	Emotional Support
Forest Hills Elementary	Other	School Building	Forest Hills School District	Multiple Disabilities Support
Forest Hills Elementary	Other	School Building	Forest Hills School District	Life Skills Support
Forest Hills Jr/Sr High School	Other	School Building	IU 08	Life Skills Support
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Emotional Support
Soaring Heights School	Licensed Private Academic		Soaring Heights	Emotional Support
Windber Elementary	Other	School Building	Windber Area School District	Life Skills Support
BRIDGE Transitional Community Based Program for 18-21	Other	Transition Program	IU08 Life skills classroom for students beyond grade 12	Life Skills Support

Positive Behavior Support

Date of Approval
2020-12-09

Uploaded Files

Behavior Support 113.2.pdf

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

Ferndale Area School District utilizes school-wide positive behavior support programming in both district buildings. Students with and without disabilities are provided with PBIS. The district provides staff from both buildings (including principals, counselors, special and regular education teachers, psychologist, and support staff) with a review of PBIS and this is incorporated throughout the school day and across all environments. Additionally, both buildings have a core team for the Student Assistance Program (SAP). The SAP teams in each building meet weekly to help support student needs. In addition to the SAP programs, the district employs programs/curricula such as the following within the buildings: SEL, Trauma informed practices, and WIN time (WIN is an acronym for What I Need and is employed at the elementary level only at this time). WIN is scheduled time throughout the day that students receive academic enrichment, academic intervention, behavior intervention and/or counseling. The district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide licensed mental health counselors for both individual and group counseling within each building. During the second semester, the R.I.S.E project was incorporated through the R.E.A.C.H agency at the Junior-Senior High School building. The R.I.S.E. project, a project being funded with Opioid Settlement Funds and provides additional mental health counseling services to students in grades 7-12. Specifically, students with disabilities, based on IEP Team decision, may have been assessed with functional behavior assessments (FBA) or other informal instruments to help create individual positive behavior support plans (PBSP). If a student has a positive behavior support plan, it has been created based on data collected by the multidisciplinary evaluation team or IEP Team and is individualized for the student. As always, providing the student with positive approaches and incentives to earn reinforcement is always the preferred approach and consequences are implemented as needed, based on these individual plans. The goal for children with PBSPs is to perform the desired replacement behaviors that the team has identified. Students are supported in these situations by their case manager (this may be an ES, AS, LS, or other designated special education teacher) in conjunction with regular education teachers who follow the plans. Additional supports for students with PBSP may include: paraprofessionals, mental health counselors, school counselors, and the school psychologist.

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.

FASD collaborates with outside agencies that support students with their behavior needs (IBHS). The District does review any treatment plans that are received from an outside agency or parent. If appropriate the school would consider adding information to the student's PBSP, to be monitored by educators as well as the outside agency. School staff have access to IEPs and PBSPs via an online platform. Students are educated in the least restrictive environment, and if a behavioral need is present, the multidisciplinary team will meet to address the concern, develop an action plan or complete a Positive Behavior Support Plan. If a student has already qualified for special education services, the team will complete a Re-evaluation to include a Functional

Behavior Assessment if more intensive needs are recognized. As stated previously in this document, the District utilizes School-Wide Positive Behavior Interventions and Supports (PBIS). FASD has several staff members that are trained in CPI (Non-Violent Crisis Prevention Training) to assist with de-escalation and response to behaviors that may require immediate intervention. Staff trained are Building Administration, District Administration, Special Education Teachers, School Counselors, School Psychologist, and Mental Health Counselors. The district has additionally been collaborating with the IU8 regarding trauma informed practices, social-emotional learning and classroom management techniques.

3. Describe the district positive school wide support programs.

Ferndale Area School District utilizes school-wide positive behavior support programming in both district buildings. Students with and without disabilities are provided with PBIS. The district provides staff from both buildings (including principals, counselors, special and regular education teachers, psychologist, and support staff) with a review of PBIS and this is incorporated throughout the school day and across all environments. At the Elementary School, the focus of PBIS is as follows: • Safety • Work Hard • Always be Kind • Respect our Hive • Make Good Choices “SWARM” principles are what we want to see the students demonstrate throughout the day while at school and on district transportation. The PBIS core team at the elementary worked diligently with the IU08 to develop a school wide program that would work across all settings. The core team developed a teacher handbook, videos, signs for around the school, SWARM swag, SWARM store, and other rewards. There are different SWARM events throughout the school year some include: purchasing of snack items at lunch (popcorn cart, flavored waters, etc.), bus behavior rewards (ice cream parties), SWARM store, and incentive days for the students that occur approximately quarterly. Students earn SWARM swag when they are demonstrating appropriate SWARM behaviors. The SWARM swag can be utilized to purchase the SWARM rewards and incentive days. At the Junior-Senior High School, students earn bee notes for positive school behaviors. The process is similar to the elementary building and the principles are similar. At the JSHS, students may utilize bee notes to purchase items at the school store and also incentives that are offered throughout the year. Typically, at the JSHS the incentive days happen before the larger breaks (Thanksgiving, Christmas, and end of the year. These incentive days include competitive sports, tie dye, arts/crafts, cooking/baking, reading, board games, movies, or video games to name a few. During the 21-22 school year, smaller incentives were offered in between Christmas and end of the year. Examples of these were best attendance for grade or homeroom, least office referrals and the rewards utilized were free breakfast, ice cream parties, or time in the gym. PBIS has appeared to make an impact on most students district wide and the students seem to enjoy earning their respective items and incentives.

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

Ferndale Area School District partners with REACH counseling as discussed in a previous portion of this document. REACH provides school-based behavioral and mental health services. FASD currently has one licensed mental health counselor available district-wide, this individual is available every school day and holds office hours throughout breaks and summer vacation. There is another counselor that has a strong background in behavior. This individual primarily works out of the elementary building. Students are referred for services based on mental health or behavioral concerns. During the second semester, the R.I.S.E project was incorporated through the REACH agency at the Junior-Senior High School building. The R.I.S.E. project, a project being funded with Opioid Settlement Funds and provides additional mental health counseling services to students in grades 7-12. Each district building also has a school counselor that is able to meet with students either individually or in groups based on the specific student and/or needs.

5. Describe the district restraint procedure.

Restraints should be utilized as a last resort in the school setting. If a restraint does occur, the parent/guardian should be notified as soon as possible. A FASD restraint form needs to be completed by staff members that were involved with the restraint. Once the Director of Special Education is in receipt of this form, the information is entered into the RISC information system. The following is information from FASD board policy 113.2 which outlines restraints: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and

present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] The Coordinator of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall review the current IEP for appropriateness and effectiveness, and consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1] 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At the current time, FASD does not have any students receiving Instruction Conducted in the Home. Should a student require this type of placement, it would be reported on Special Education Students @ home site (SES operated by Leader Services). Additionally, FASD does not have any students awaiting an appropriate educational placement for more than 30 days.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUFHSSLP	Secondary	Part-time (0.5)	03/13/2023 12:17 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	18 to 19
Age Range Justification		FTE %
*IU personnel that services a student who is a multi-district IU operated classroom located in a neighboring school district		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUWAESSLP	Elementary	Part-time (0.5)	03/13/2023 12:17 PM

Building Name		
Ferndale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
*IU personnel that services a student who is a multi-district classroom located in a neighboring school district.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUVIS	Secondary	Part-time (0.5)	03/13/2023 12:18 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUHIS2	Secondary	Part-time (0.5)	03/13/2023 12:18 PM

Building Name		
Ferndale Area JSHS		
Support Type		

Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	19 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUHIS1	Secondary	Part-time (0.5)	03/13/2023 12:18 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-12AS-ES	Secondary	Full-time (1.0)	03/13/2023 12:39 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 4 years. Students are met with individually or in age range appropriate groups.		0.5

Building Name		
Ferndale Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 4 years. Students are met with individually.		0.25

Building Name		
Ferndale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 4 years. Students are met with individually or in age range appropriate groups.		0.08

Building Name		
Ferndale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 4 years. Students are met with individually or in age range appropriate groups.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS11-12	Secondary	Full-time (1.0)	03/13/2023 12:41 PM

Building Name

Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS9-10	Secondary	Full-time (1.0)	03/13/2023 12:25 PM

Building Name		
Ferndale Area JSHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-8	Secondary	Full-time (1.0)	03/13/2023 12:29 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPK-12	Multiple	Full-time (1.0)	03/13/2023 12:29 PM

Building Name		
Ferndale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years.		0.62

Building Name		
Ferndale Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 4 years. Students are met with individually or small groups within age range variance.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-6AS-ES	Elementary	Full-time (1.0)	03/13/2023 12:33 PM

Building Name		
Ferndale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years. Students are met with individually or in age range appropriate groups.		0.33

Building Name		
Ferndale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years. Students are met with individually or in age range appropriate groups.		0.38

Building Name		
Ferndale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age

		Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years. Students are met with individually or in age range appropriate groups.		0.04

Building Name		
Ferndale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years. Students are met with individually or in age range appropriate groups.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-6	Elementary	Full-time (1.0)	03/13/2023 12:34 PM

Building Name
Ferndale El Sch
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Ferndale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSK-4	Elementary	Full-time (1.0)	03/13/2023 12:35 PM

Building Name	
Ferndale El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years.		0.14

Building Name		
Ferndale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
During instructional time students that are in the classroom age range is not greater than 3 years.		0.65

Special Education Facilities

Building Name		Room #
Ferndale El Sch		203 (SLP office)
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 17 feet, 5 inches	261sqft	9
Implementation Date		
2023-02-21		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Ferndale El Sch		202
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 5 inches x 24 feet, 8 inches	429sqft	15
Implementation Date		
2023-02-21		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Ferndale El Sch		104 (Sensory Room)
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 5 inches x 29 feet, 3 inches	509sqft	18
Implementation Date		
2023-02-21		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Ferndale El Sch		04
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 7 inches x 30 feet, 0 inches	647sqft	23
Implementation Date		
2023-02-21		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Ferndale El Sch		05
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 7 inches x 29 feet, 5 inches	634sqft	22
Implementation Date		
2023-02-21		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Ferndale El Sch		10 (therapy room)
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
7 feet, 0 inches x 11 feet, 0 inches	77sqft	2
Implementation Date		
2023-02-21		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		26
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2023-02-21		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		Conf (SLP and Rel Serv)
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 12 feet, 7 inches	283sqft	10
Implementation Date		
2023-02-21		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		202
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 11 inches	573sqft	20
Implementation Date		
2023-02-21		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		203
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 23 feet, 5 inches	542sqft	19
Implementation Date		
2023-02-21		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		205
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 1 inches x 19 feet, 4 inches	446sqft	15
Implementation Date		
2023-02-21		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Ferndale Area JSHS		304 (sensory room)
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 8 inches x 8 feet, 7 inches	211sqft	7
Implementation Date		
2023-02-21		
Uploaded Files		

12 Assurance Check

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

Special Education Support Services

13Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Occupational Therapist	0.21	Elementary	Contractor
Physical Therapist	0.03	Elementary	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	2	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Elementary	Contractor
Other	1	Secondary	Contractor
Other	1	Elementary	Contractor
Other	0.5	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Over the course of this plan, the Ferndale Area School District will provide specialized Autism training in the areas of Assistive Technology, Supplementary Aids and Services, Speech and Language Support, Behavioral Support, and other consultations as needed.			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist/Speech and Language Therapist			
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Overview of autism and related community supports for students receiving IBHS			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District Intermediate Unit PaTTAN Other	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
PBIS kick off and then follow up trainings based on building specific needs.	
Lead Person/Position	Year of Training

PBIS core team			
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Nonviolent crisis intervention and de-escalation			
Lead Person/Position		Year of Training	
Special Education Director will arrange training with local IU08			
Hours Per Training	Number of Sessions	Provider	Audience
3 (refresher)	1 annually	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers Other

Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
School Nurse			
Hours Per Training	Number of Sessions	Provider	Audience
2	1-2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

			Other
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Description of Training			
Special Education Paraprofessional Training Series - various topics			
Lead Person/Position		Year of Training	
Special Education Director will arrange this training with outside provider.			
Hours Per Training	Number of Sessions	Provider	Audience
1	10 (various sessions)	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
FASD will include paraprofessionals in state mandated trainings (Mandated Reporter Training, Suicide Prevention, State Mandated Educator Misconduct Training) over the life of this plan.			
Lead Person/Position		Year of Training	
District Administration			
Hours Per Training	Number of Sessions	Provider	Audience
minimum 1 hour, number of hours dependent on requirements	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training
FASD will include paraprofessionals in professional development as it relates to their job duties. This will include any district and/or building wide initiatives.

Lead Person/Position		Year of Training	
District Administration			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	5	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Over the course of this plan, the Ferndale Area School District will focus on Secondary Transition and IEP Development which will meet accountability requirements in the collection of data to determine if our services have been successful. Such trainings will focus on building leadership and self-advocacy skills and target specific skill sets needed for a successful transition.			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Special Education Teachers

Science of Literacy

Description of Training			
Planning effective literacy instruction utilizing core and supplemental curriculum to meet the needs of all learners.			
Lead Person/Position		Year of Training	
Curriculum director/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
1	minimum one per year	District	Building Administrators

		Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in: Early childhood education, Elementary-middle level, PK-12 Special Education, English as a Second Language, Reading Specialist.			
Lead Person/Position		Year of Training	
Curriculum Director, Principals			
Hours Per Training	Number of Sessions	Provider	Audience
10 hours total; 3 years	Varying	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
ECRI Training			
Lead Person/Position		Year of Training	
Arranged by Curriculum Director or Principal			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
Wonders Refresher Training

Lead Person/Position		Year of Training	
Principal will arrange			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Throughout the course of the plan, the Ferndale Area School District will provide various literacy based parent/family/student involvement activities and training opportunities. The focus will be literacy, STEAM and math.			
Lead Person/Position		Year of Training	
Curriculum Director/Principal			
Hours Per Training	Number of Sessions	Provider	Audience
2	various	District Intermediate Unit PaTTAN Other	Parents Other

Description of Training			
Strengthening families program will continue to be utilized by the District throughout the life of this plan.			
Lead Person/Position		Year of Training	
Principal/Strengthening families lead			
Hours Per Training	Number of Sessions	Provider	Audience
2	6 per year	District Other	Parents Other

IEP Development

Description of Training			
Overview of the PASA vs. PSSA			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	once annually	District	General Education Teachers Special Education Teachers

Description of Training			
Extended School Year services			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	2	District	Special Education Teachers