

Ferndale Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

100 Dartmouth Ave
 Johnstown, PA 15905
 (814)535-1507
 Superintendent: Carole Kakabar
 Director of Special Education: Jessica Maxwell

Planning Committee

Name	Role
Rachelle Hrabosky	Administrator : Professional Education Special Education
Carole Kakabar	Administrator : Professional Education Special Education
Jessica Maxwell	Administrator : Special Education
Michelle Jacobs	Ed Specialist - School Psychologist : Special Education
Michelle Kopusko	Elementary Instructional Support Teacher : Special Education
Christine Eash	Elementary School Teacher - Regular Education : Special Education
Kimberly Oakley	Elementary School Teacher - Special Education : Professional Education Special Education
Lesley Miller	High School Teacher - Special Education : Special Education
Ronald Lasko	Middle School Teacher - Regular Education : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 130

Identification Method

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

District-wide, the discrepancy model is used to identify students with Specific Learning Disabilities following the Pennsylvania Chapter 14 regulations. If a discrepancy is present, the student must also demonstrate a need for specially designed instruction and related services.

Initially, the school refers students to the Family Support Team at the Elementary level or Student Assistance Team at the Junior-Senior High School level. The student is observed and data concerning potential difficulties is collected. Specific interventions are implemented to meet individual student needs. Data is collected to determine the effect of the interventions and changes are made as needed. Our district will look at progress monitoring data to consider the results of the research-based interventions. Assessments are conducted on a regular basis at reasonable intervals in order to assess the student progress during the intervention/instruction period. This information is shared with parents at times of meetings that are held approximately monthly. If the interventions are unsuccessful, a referral will be made for the student to be evaluated to see if the child is in need of special education services.

Once permission to evaluate has been received from the parent or guardian, our district determines if student demonstrates a significant discrepancy between their intellectual ability and achievement levels or discrepancies relative to age or grade. Our process also examines whether a student exhibits a pattern of strengths and weaknesses. Data is considered from a variety of sources, including aptitude and achievement tests, local and state assessments, curriculum based assessments, classroom based assessments, parent and teacher input, input from outside agencies, teacher recommendations, and observations of the student's academic performance in the regular education classroom, as well as information about the child's physical condition, social or cultural background, and adaptive behavior. Information concerning whether or not the child has been provided with quality instruction in the general education setting from highly qualified teachers and scientifically based instruction appropriate for the child's age or state-approved grade-level standards is considered.

Third, our district's process considers whether or not any discrepancies are due to other factors. The disability cannot be due to a lack of appropriate instruction in the areas of reading or math. It cannot be due to a Limited English Proficiency. The district must also rule out that a visual, hearing, or fine motor disability is not the cause of the discrepancy. An Intellectual Disability and/or an Emotional Disturbance must also be ruled out. Cultural factors, environmental factors, or economic

disadvantage must be ruled out as possible causes.

Finally, using the data collected, our district determines whether or not a student is identified as having a Specific Learning Disability in one of the categories listed in the Chapter 14 regulations. This is based on identifying a significant discrepancy despite appropriate instruction, as well as ruling out the possibility of the disability being the result of any other contributing factors. If the child is identified as having a specific learning disability, the data will be evaluated to see if the student has a need for special education services or specially designed instruction. If the student has met these two criteria, it will be recommended that the child qualifies for special education services.

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>

Due to the low overall District enrollment, the Special Education population is showing to be higher than the state average overall. The statistical data is skewed due to our low number of students as compared to higher student population in other larger districts. Many of our special education students are from transient families and move in and out of the district quickly and/or move back into the district within a short period. Also, the majority of our students participate in the community eligibility program (CEP) which provides free breakfast and lunch for all students regardless of income.

In analyzing the information based on the December 2018-19 Child Count, the enrollment differences between the state and FASD are worth noting. FASD had 22.2% of its population of students identified as in need of special education and/or related services whereas 17.3% of students across the state are receiving some type of special education services. This may be due to the overall enrollment in our district declining and the students requiring special education supports remaining fairly consistent from previous school years. FASD total enrollment in the 18-19 school year was 662 which was a decrease of 31 students based on data reviewed from 2017-18 school year. At the time of the special education report submission (December 1, 2018) the number of students receiving special education services was 147.

FASD is somewhat disproportionate compared to the state enrollment in special education in the areas of Intellectual Disability and Speech or Language Impairment. A couple of reasons for this disproportionality may include the overall smaller population size of the district (662 total students) and the addition of several students, over the course of the past few years.

FASD will continue to address any significant disproportionality that has been identified by looking for trends over the course of several years, looking at the impact of transfer students, and ensuring that the school psychologist and other MDT members are provided with professional development

regarding evaluation and the special education process.

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?

Board Policy 202 references these items.

1. Ferndale Area School District has no facility or institution that would meet criteria for Section 1306 of the Pennsylvania School Code.

2. 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 1306.2 (incarcerated 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 to provide the most recent Special Education records. The school district also provides any requested input either verbally or via email to ensure that the new 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 Special Education Coordinator regularly communicates with all outside agencies who educate all identified Section 1306 students.

3. A barrier that could exist would be distance from the location of the program and/or facility that houses 1306 students and the home district. Since placement is often times out of the district and at times, even out of the county, it is the district's responsibility to become familiar with the facility and the terms of operation utilized in each placement. Regardless of distance from the District, it is Ferndale Area's responsibility to participate in IEP Team meetings and other decision-making meetings via phone if the District is unable to physically be present.

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).

A student involved in a referral to a criminal justice system facility is interviewed through an intake process, upon entering the County or a State Correctional Facility by a receiving officer or counselor. Typically, the school district is contacted about the placement of student(s) by the Intermediate Unit, Court Appointed Educational Decision Maker, and/or Cambria County Probation Office, if the student has an active case.

If said student is eligible for Special Education Services, the District cooperates with the Intermediate Unit along with the host school district in addressing the needs of the incarcerated FASD student. The District is responsible to supply the education providers with the latest IEP and evaluation report, participate in any IEP and/or CASSP meetings, monitor the student's educational progress, and address financial obligations associated with the education of that student. The District is responsible for ensuring that the student is provided with FAPE during the incarceration. This supervision continues throughout the term of incarceration.

If an incarcerated District student, who is not already identified as a student eligible for special education services, is thought to be in need of services, the District would proceed through the evaluation process following state and federal guidelines.

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.

1. During the IEP process, the IEP Team will develop an IEP based solely upon an individual student needs as outlined in an Evaluation Report. The IEP Team is also responsible for ensuring that FAPE is provided to each student in their Least Restrictive Environment (LRE). Placement considerations and decisions are made by the IEP Team. The IEP Team follows state and federal regulations when making placement decisions.

Placement decisions are a secondary consideration and decisions of this nature will only be made once the IEP goals are constructed. Placement in the student's home school of attendance is always the first consideration. Removal from the regular education environment (whether it be a classroom

or the home district) only occurs when that setting, along with supplementary aids and services, is not meeting/would not meet the student's needs. The full continuum of services will be provided to meet the student's needs, always starting with the Least Restrictive Environment. The District collaborates with IU8 staff for assistive technology services, the Autism Assessment Team, and Targeted Consults for Behavior, when these items are warranted. The District contracts the IU8 to provide services which include but not limited to: Hearing Impaired Support Services, Vision Support Services, and Early Intervention Services. The District employs a dedicated emotional support teacher and autistic support teacher, employs a full-time speech and language therapist, and has added additional special education certified staff to serve a broader range of student needs in District buildings. The District currently has 5 paraprofessionals that work within the buildings to support special education students.

If the student is not achieving, the IEP Team will utilize the Supplementary Aids and Services Toolkit to identify barriers to the student's success and implement alternative supplementary aids and services to overcome these barriers. Additionally, for students whose behaviors are interfering with their learning, a Functional Behavior Analysis (FBA) is conducted. Once the results of the FBA are reviewed, a Positive Behavior Support Plan (PBSP) is developed and implemented in accordance with state and federal guidelines, in an effort to keep the child in the Least Restrictive Environment. 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 trainings. The District Coordinator of Special Education attends the IU8 Special Education Regional Coordination meetings. The School Psychologist attends the School Psychologist/Social Worker meetings/trainings as offered by the IU8. Special Education staff members, at times, have received training from PaTTAN (Pennsylvania Training and Technical Assistance Network) in regards 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:

- Professional development related to collaboration
- Guided support for team members in the use of assistive technology for an individual student's devices
- Scheduled opportunities for parental collaboration (IEP and MDE meetings)
- 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 materials and/or assistive technology (e.g. books on tape, transcribe text to Braille, large print)
- Providing research-based supplementary material: REWARDS, Wilson, Foundations
- iPads in the Speech and Language

Physical: Adaptation and modification

- Alternative seating/furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair
- Adaptive equipment

2. 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. If appropriate, parents may be invited to attend these in-services as well. 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 District uses technology such as iPad applications for education. The District participates in webinars from PaTTAN and PDE for training and/or professional development activities.

3. After review of the Special Education Data Report (SEDR), the District currently has Special Education students being educated within the regular education classroom for 80% or more of the day approximately 4% above the state average. In 2018-19, the state reported 61.5% of students educated inside the regular education classroom 80% or more of the day. FASD reported 65.5%. The District is slightly above the state average for students being educated within the regular education class less than 40% of the day. According to the Special Education Data Report (SEDR) for 2018-19, the state reported 9.4% education in regular education classes less than 40% of the day, while FASD reported 9.7% of the students within the LEA educated in a regular education class less than 40% of the day.

At Ferndale Area School District, there are very few students receiving educational services "in other settings" as displayed on the special education data report. In fact, due to small population size (n<10) the number cannot be displayed on the public form. The state reported during 18/19 that

4.8% of students receiving special education services state-wide had services that occur in these specialized settings, outside of the regular school buildings. Ferndale Area had only 2.27% of students in other settings. Therefore, FASD is providing the majority of the special education students with educational services in the home district. The district has met SPP targets in this area. The District currently has several students who are placed in educational settings outside of the District. These settings such as: Life Skills Support, Autistic Support (Verbal Behavior), Supplemental and Full-Time Emotional or Autistic Support. These settings are the Least Restrictive Environments for these students due to their individual needs. Progress is monitored by the District and changes are made as needed. The District participates in all IEP meetings as well as the District's School Psychologist conducts all Reevaluation Reports. The District is in contact with the educational facilities that the students are placed in and also collaborates with the parents. The District provides Itinerant Autistic and Emotional Support services to students that are in need of these services. The District also coordinates Transition services for these students/families with outside agencies.

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.

Please see policy #113.2 Behavior Support Policy. This policy was revised 9-17-2014 and last reviewed 2-27-2019 and was found acceptable by PDE during the most recent Cyclical Monitoring for Continuous Improvement.

113.2. BEHAVIOR SUPPORT

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other

aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. The Local Education Agency (LEA) shall obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP.

Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. **Positive techniques for behavior development, change, and maintenance of behaviors shall be the least intrusive necessary.**

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

Briefly holding a student, without force, to calm or comfort him/her.

Guiding a student to an appropriate activity.

Holding a student's hand to escort him/her safely from one area to another.

Hand-over-hand assistance with feeding or task completion.

Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

Mechanical restraints governed by this policy, such as devices used for

physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services

The Superintendent or designee (Coordinator of Special Education) shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee (Coordinator of Special Education) shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

Note: The district provides annual non-violent crisis intervention training refresher courses for certified staff.

The Superintendent or designee (Coordinator of Special Education) shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical 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.

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.

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 only if:

The restraint is used with specific component elements of a positive Behavior Support Plan.

The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.

Staff are authorized to use the restraint and have received appropriate training.

Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or

promote normative body positioning and physical functioning.
<u>Seclusion</u>
The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.
The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.
<u>Aversive Techniques</u>
The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:
Corporal punishment.
Punishment for a manifestation of a student's disability.
Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
Noxious substances.
Deprivation of basic human rights, such as withholding meals, water or fresh air.
Suspensions constituting a pattern as defined in state regulations.
Treatment of a demeaning nature.
Electric shock.
Methods implemented by untrained personnel.
Prone restraints, which are restraints by which a student is held face down on the floor.
<u>Referral To Law Enforcement</u>
The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the s

Student's Behavior Support Plan.
Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.
If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Coordinator of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.
For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.
<u>Relations With Law Enforcement</u>
The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.
The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

1. The District provides behavior supports in regards to students with Special Education Services through a Positive Behavior Support Plan (PBSP). The PBSP is developed once a Functional Behavior Analysis (FBA) is conducted. The District follows the requirements of Pennsylvania's Chapter 14 Regulations throughout this process, to allow students to participate in Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). The IEP Team develops the PBSP in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. These guidelines outline a multi-component approach (1) modify contextual influences, (2)

teach alternative skills, and (3) to reduce problem behavior is to be documented in the behavior improvement plan.

Positive Behavior Support Plans, provide positive interventions to remediate problematic student behavior. Student's PBSP are individualized to address particular concerns and offer positive reinforcement that is rewarding to each individual. If a student's PBSP includes the use of physical restraints, these are used as a last resort to ensure the safety and security of all students, staff, and other school personnel. The use of physical restraints may be used as a last resort as outlined in the PBSP as the crisis management plan. A crisis management plan is not appropriate for every student that requires a PBSP and should only be written into PBSPs of students that may require this type of intervention as a last resort. Teachers and staff members of the District utilizing the crisis management plan are certified in de-escalation techniques in coordination with CPI (Crisis Prevention Intervention) on an annual basis. The proper documentation of restraints is completed upon using a restraint in accordance with Chapter 14 Regulations. Restraint information is reported within the timelines set by the Pennsylvania Department of Education and in accordance with Chapter 14 Regulations.

The District acknowledges that the use of prone restraints is a prohibited method of restraining students. The District also acknowledges the use of aversive techniques with problematic behavior is not appropriate and may not be used by FASD personnel agencies working within the school district programs, and district personnel. The following aversive techniques are deemed inappropriate:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern under 14.143(a) (relating to disciplinary placement).
7. Treatment of a demeaning nature.
8. Electric shock.

The Jr./Sr. High School implemented school-wide positive behavior supports during the 2015-16 school year. The implementation of PBS has been positive within this building. The core team of teachers and instructional staff along with Building and District Administration worked collaboratively with the IU 08 to implement the building-wide approach. The initiative is continued to be utilized in the Jr/Sr High Building and staff and students are actively participating in PBS.

During the Spring of 2020, the Elementary teachers and instructional staff have met with the IU 08 and are in the planning stages of PBIS for implementation during the 2020-21 school year.

2. FASD collaborates with outside agencies that support students with their behavior needs (BHRS). 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 school PBSP, to be

monitored by educators as well as the outside agency. Copies of PBSPs are given to all school and agency personnel (when appropriate) to review and be familiar with the PBSP. Staff are reminded of the confidential nature of such plans and school staff sign they are in receipt of the PBSP that are included within the SDI portion of student IEPs.

The District implemented School-Wide Positive Behavior Interventions and Supports (*PBIS*) at the Junior-Senior High School with guidance from the Intermediate Unit during the 2015-16 school year. The District also utilizes other initiatives that promote a positive school climate, including but not limited to: Student Assistance Program (s), School Based Therapy (counseling), anti-bullying programs, character education courses, full-time Emotional Support Teacher in the District, part-time School Psychologist, part-time School Social Worker, and 2 full-time School Counselors. FASD has a full-time School Resource Officer (SRO) since the winter of 2019.

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, Elementary School Counselor, and a Regular Education Teacher at the Elementary who assists in many aspects of the building to support student behavior.

3. Ferndale Area School District contracts with ACRP for school-based behavioral health services. Services are provided by a therapist at both the elementary and Jr/Sr high school settings. These services are available for special education and regular education students. The ACRP therapist meets on a scheduled basis with identified clients/students in the public-school building during the regular school day. Beyond the individual services, the school-based therapist may offer staff information about community-based programs that would be supportive to particular students or identified needs.

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.

1. The District utilizes the Supplementary Aids and Services Toolkit to identify appropriate supports and barriers to educating students with disabilities in their Least Restrictive Environment (LRE). Since the District employs a part-time School Psychologist, they may be asked to observe and/or reevaluate a student for additional services. If the District is finding that there is a gap in the continuum of services for a particular student, the LEA will search outside educational placements to help provide the support or service. In a situation where there is a hard to place student, the IEP

Team will meet and collaborate to determine the most appropriate placement to meet their needs. Some hard to place students may require the district to collaborate with outside agencies through a CASSP meeting. Another resource utilized for interagency collaboration is the IU08. The IU08 provides resources to local school districts to support interagency collaboration and also provide technical assistance for school IEP Teams when necessary. FASD also collaborates with placements and agencies that educate students that reside within the geographical boundaries of the District.

2. The Ferndale Area School District is committed to ensuring FAPE and will continue to provide all special education students with a Free Appropriate Public Education (FAPE). The District employs Highly Qualified Teachers and will continue to educate all staff members on various strategies and techniques to effectively deal with students that require Special Education. Our learning support classrooms are well established within both buildings, as are the Emotional Support/Autistic Support programs. The District's speech program at the itinerant level is highly regarded by professional staff, administration, and parents. Ferndale contracts with the Intermediate Unit 08 to provide services such as: life skills support, blind and vision support, speech and language supports in specialized settings, and hearing support. CAMCO has been contracted to provide services for District students that have occupational and physical therapy needs. The District provides a continuum of psychological counseling services provided by the district, as well as outside agencies. Ferndale Area participates in SAP (Student Assistance Program) at both the Elementary and Junior-Senior High School levels. This provides contacts with mental health providers. Each staff member that serves on the SAP team(s) is certified and trained in SAP procedures. Both district buildings are supported by school-based counseling on a weekly basis provided by ACRP. The District offers a continuum of services ranging from Itinerant to Supplemental Services within the District Buildings. The services offered can include but not limited to: Learning Support Services, Speech and Language, Autistic Support, Emotional Support, Deaf and Hearing-Impaired Support, and Blind and Visually Impaired Support. The programs offered within District buildings are used to educate the majority of the students who receive Special Education. Our District, although small, has been able to and continues to be able to provide FAPE to students with varying disabilities with an array of Special Education Supports. The District offers a continuum of services through consortium with IU08 programs as well as neighboring school districts. For example, when necessary, the District will utilize rooms operated by the IU08 for Life Skills Support. The District also contracts with a neighboring school district that offers Life-Skills/Verbal Behavior Autistic Support classroom. The District has enrolled student(s) in Pressley Ridge for the full-time Emotional Support and/or Autistic Support Programs based on student need. These various programs are utilized to ensure FAPE for all special education students in the Least Restrictive Environment. The number of students who require programs offered outside of the District is a small percentage in comparison to the total number of students who receive Special Education through the District. The District continues to strive to meet the needs of students within our District buildings utilizing the Supplementary Aids and Services Toolkit, differentiated instruction, and Special Education Supports. FASD provides a full continuum of placements and supplementary aids and services which will be implemented before an out of district placement is considered. Should an outside placement be necessary, the district may enter a contract through a cooperative agreement with a neighboring district or other local agencies that may provide the type of support that the student requires to receive education in the least restrictive environment (LRE).

3. The District is open to exploring the expansion of our programs in order for FAPE to be provided in the LRE for all special education students.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Forest Hills Elementary	Neighboring School Districts	Life Skills Support	1
Pressley Ridge Day School Johnstown	Other	Full Time Autistic and Emotional Support	5
Appalachia Youth Services-Day Treatment	Other	Itinerant to Supplemental Emotional and Learning Support	1
Forest Hills Jr/Sr High School	Neighboring School Districts	Life Skills Support; Autistic Support	2
Windber Area Elementary School	Neighboring School Districts	Supplemental Life Skills and Autistic Support	3
ACRP-Center for Achievement Autism School	Other	Full Time Autistic Support	1
Outside In	Other	Itinerant Learning Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	8	0.2
Justification: During instructional time students that are in the classroom age range is not greater than 3 years.				
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.2
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.4
Locations:				
Ferndale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	1	0.2
Locations:				
Ferndale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 12, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	1	0.15
Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	1	0.2
Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.3
Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.2
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.05

Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	1	0.1
Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	5	0.15
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.65
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	43	0.72
Justification: Students are met with individually or in a small group setting and the age range is not greater than 3 years.				
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	9	0.2
Justification: Students are met with individually or in a small group setting and the age range is not greater				

than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 16	1	0.04
Locations:				
Forest Hills Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 12	1	0.04
Locations:				
Appalachian Youth Services	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	10	0.6
Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	2	0.4
Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	15	0.5

Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	1	0.5
Justification: During instructional time students that are in the classroom age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.13
Justification: Students are met with individually or in a small group setting and the age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	1	0.05
Justification: Students are met with individually or in a small group setting and the age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	1	0.05
Justification: Students are met with individually or in a small group setting and the age range is not greater than 4 years.				
Locations:				
Ferndale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 12	1	0.17
Justification: Students are met with individually or in a small group setting and the age range is not greater than 3 years.				
Locations:				

Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 9	1	0.13
Locations:				
Ferndale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.05
Locations:				
Ferndale Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 21	5	0.42
Justification: Students are met with individually or in a small group setting and the age range is not greater than 4 years.				
Locations:				
Ferndale Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 12	1	0.02
Locations:				
AYS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 16	2	0.04
Locations:				
Ferndale Area Jr./Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.2

Locations:				
Ferndale Area Jr./Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 17	1	0.02
Locations:				
Ferndale Area Jr./ Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Paraprofessional	Ferndale Area Elementary	1
Special Education Paraprofessional	Ferndale Area Elementary	1
Special Education Paraprofessional	Ferndale Area Jr./Sr. High School	1
Special Education Paraprofessional	Ferndale Area Jr./Sr. High School	1
Special Education Coordinator	Ferndale Area School District	1
School Psychologist	Ferndale Area School District	0.6
Special Education Paraprofessional	Ferndale Area Jr./Sr. High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
CAMCO-Occupational Therapist	Outside Contractor	25 Hours
CAMCO-Physical Therapist	Outside Contractor	0.5 Hours
School Social Worker	Multiple LEA (School Districts or Charter Schools)	2.5 Days
Hearing Impaired Support-Interpreter	Outside Contractor	35 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<ul style="list-style-type: none"> • Effective strategies for deescalation of behavior for students who have ASD • Sensory issues; behavior strategies to utilize in the classroom • Verbal Behavior program training as offered by school districts • Assistive technology/device training
Person Responsible	Jessica Maxwell
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	6
# of Participants Per Session	20
Provider	outside agencies, IU 08, PaTTAN, Other School Districts, District Personnel
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

Evaluation Methods	Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

Behavior Support

Description	<ul style="list-style-type: none"> • Effective strategies for deescalating behaviors, provided on an annual basis • Non-violent crisis prevention training and refresher course, provided to participants on an annual basis • School wide positive behavior support (PBIS) implementation at the Elementary during the 2020-21 school year. • Implementation of PBIS tier 2 at the Jr/Sr High School during the 2020-21 school year • School Based Mental Health-Provided through Student Assistance Programs in each building. MH provided through outside agency. • School psychologist services offered at district buildings.
Person Responsible	Special Education Coordinator; Building Principal(s), PBIS Team members
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	7
Provider	IU 08, School District Personnel, outside agency
Provider Type	School Entity
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>

	<p>Joint planning period activities</p> <p>Postvention for staff involved in an incident of deescalation and/or restraint used to analyze positives and negatives of the intervention utilized. Staff will also document what strategies to utilize in any future events. Progress monitoring of weekly behavior documents to determine effectiveness of PBSP. Progress monitoring of staff ability to effectively deescalate potential situations.</p>
Evaluation Methods	<p>Decrease of 1% in need to implement deescalation techniques and reduction of 3% for office referrals over the life of the plan.</p>

Paraprofessional

Description	<ul style="list-style-type: none"> • Mandated courses included but not limited to CPR, suicide prevention, child abuse, and educator ethics • Evidence that 100% of the special education paraprofessionals meet the highly qualified status. Attendance and completion of out of district trainings will be documented. • Participation in special education meetings and trainings within the district throughout the life of the plan. Parents will be invited to any trainings that would be applicable to them. • Professional development courses available through online resources or the IU 08.
Person Responsible	Special Education Coordinator; Building Principal(s)
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.5
# of Sessions	20
# of Participants Per Session	5
Provider	School District Personnel, IU 08, PaTTAN, and outside providers
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<ul style="list-style-type: none"> • Certification of completion of 20 hours completed annually for documentation and continuation of highly qualified status. Utilizing the paraprofessional evaluation tool, the building principal will

	evaluate the paraprofessional's ability to effectively assist students in completing assignments from previous teacher instruction.
Evaluation Methods	Participant survey Review of written reports summarizing instructional activity Completion of 20 or more paraprofessional development hours completed annually for each paraprofessional employed by FASD during the life of the plan.

Reading

Description	<ul style="list-style-type: none"> • Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students. Parents will be made aware of curriculum and standards. • New Reading series at the elementary will provide special education materials aligned to grade level curriculum. • Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. Parents will be involved in this process. • Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. • Establish a system within the school that fully ensures teachers, parents, and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice. <p>The special education staff will participate in the above school wide initiatives to ensure that special education students are working towards making progress in all academic areas through progress monitoring.</p>
Person Responsible	Building Principal(s); Director of Education

Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.5
# of Sessions	10
# of Participants Per Session	15
Provider	IU 08, PaTTAN, School District Personnel, Reading Curriculum Trainer
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

	Offsite Conferences
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans</p>

Transition

Description	<ul style="list-style-type: none"> • Writing of effective IEP transition plans • Review of available GJCTC (Greater Johnstown Career and Technology Center) programs; review of NOCTI requirements and administration • Review of agency providers for transition services
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	<ul style="list-style-type: none"> • Participation in transition coordinator meetings • Review of available Post-Secondary Programs and entrance requirements • Review of career exploration activities and ability assessment programs • Participation in indicator 13 and 14 trainings as offered through the IU08 • Collaboration with outside agencies to assist with post-secondary services (OVR and Cambria County Behavioral Health/Intellectual Disabilities Program) • Participation in early outreach initiative through OVR
Person Responsible	Special Education Coordinator; Building Principal(s)
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	3
Provider	School District Personnel, IU 08, and outside agencies
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Evaluating the effectiveness of the transition plan in the current IEP, post secondary surveys for student outcomes, and participation in graduation activities.
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

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

Affirmed by Susan Boyle on 6/4/2020

Board President

Affirmed by Carole Kakabar on 6/1/2020

Superintendent/Chief Executive Officer