

Profile and Plan Essentials

LEA Name		AUN	
Ferndale Area SD		108112003	
Address 1			
100 Dartmouth Ave			
Address 2			
City	State	Zip	
Johnstown	PA	15905	
Director of Special Education Name			
Sutton Barron			
Director of Special Education Email			
sbarron@fasdk12.org			
Director of Special Education Phone Number		Director of Special Education Ext	
8145396168		2	
Chief Administrator Name			
Mr Jeffrey R Boyer			
Chief Administrator Email			
jboyer@fasdk12.org			

Special Education Students

Total Number of Students Receiving Special Education

113

School District Total Student Enrollment

564

Percent of Students Receiving Special Education

20

Steering Committee

Name	Position/Role	Building	Email
Sutton Barron	Director of Special Education	Ferndale Area SD	sbarron@fasdk12.org
Jeffrey Boyer	Superintendent	Ferndale Area SD	jboyer@fasdk12.org
William Brotz	Building Principal	Ferndale Area JSHS	wbrotz@fasdk12.org
Amy Mykut	Building Principal	Ferndale El Sch	amykut@fasdk12.org
Adam Barbe	Other	Ferndale Area SD	abarbe@fasdk12.org
Sarah Riffle	Parent	Ferndale Area SD	
Maeve Hrabosky	Other	Ferndale El Sch	mhrabosky@fasdk12.org
Richard Pavic	Board Member	Ferndale Area SD	rpavic@fasdk12.org
Kimberly Kinsey	Board Member	Ferndale Area SD	kkinsey@fasdk12.org

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
As per the most current Special Education Data Report (SEDR) from 2022-2023, Indicator 1 was no longer flagged as an area for improvement.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
As per the most current Special Education Data Report (SEDR), Indicator 5 was flagged during the 2023-2024 school year. Within this data set, both the SE Inside Regular Education Class 80% or More and SE Inside the Regular Education Class Less than 40% did not meet the SPP/APR target identified by the State. The SE in Other Settings was not measured due to the n count being 10 or less in our district. Future Planning 1.) Data Review - Student File Review/Placement Determination Audit/Systems Check 2.) Expanding Educational Programming & Services - Looking for

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 School 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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Non-Resident Students Oversight

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

No

2. **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.)**

The Ferndale Area School District does not have a Section 1306 facility within our geographic boundaries. However, if FASD were a host district for a 1306 facility, Ferndale Area School District would follow all appropriate regulations of PA code applicable to the education of students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. For a child with a disability or an IEP, Ferndale Area School District, as the host district, along with the parent(s), would first consider the educational placement options in Ferndale Area School District public schools. If FASD as host district and the parent(s) determine that an alternative educational setting would be more appropriate, it would be the responsibility of FASD as the host district to provide the student with FAPE, and any required special education and services necessary to achieve FAPE, for each student with a disability and/or IEP placed or residing in each 1306 facility. Under 22 PA Code, Chapter 14, and IDEA, FASD as the host district would be responsible for educational placement decisions, as well as making decisions regarding goals and specially designed instruction, through the IEP team process. Ferndale Area School District would also ensure that a certified special education teacher was providing services.

3. **Describe the School 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:

- 1.) 1306 facility or the IU08 notifies the LEA that a student is in the care of the 1306 facility
- 2.) Records are requested by the 1306 host and provided by the LEA
- 3.) Communication includes written, verbal, and virtual options to collaborate about the student and their needs.

4.) 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. 5.) All necessary personnel will be informed of the plan verbally or in writing.

6.) Any necessary paperwork will be completed to ensure all compliance aspects are addressed.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
2. **Describe the system of oversight the School 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

3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

In reviewing the most recent data available on the Special Education Data Report (SEDR) from the 2023-2024 school year, the following areas were identified as "Did Not Meet Target": SE Inside Regular Education Class 80% or More and SE Inside the Regular Education Class Less than 40%. The SE in Other Settings was not measured due to the n count being 10 or less in the district.

2023-2024

Ferndale Special Education: 17.5%

State Special Education: 20.1%

Ferndale: SE Inside Regular Education Class 80% or More: 49%

State: SE Inside Regular Education Class 80% or More: 61.7%

Ferndale: SE Inside Regular Education Class Less Than 40% : 10.3%

State: SE Inside Regular Education Class Less Than 40% : 11.5%

2024-2025

Ferndale Special Education: 18.3%

State Special Education: 20.7%

Ferndale: SE Inside Regular Education Class 80% or More: 61.1%

State: SE Inside Regular Education Class 80% or More: 61.7%

Ferndale: SE Inside Regular Education Class Less Than 40% :

State: SE Inside Regular Education Class Less Than 40% : 10.6%

From 2023 to 2024, the district's percentage of special education increased from 17.5% to 18.3%, an increase of 0.8%. This said, the LEA has been working to take steps to proactively address, clarify, and refine the process of determining special education student placement. The changes have been rooted in finding the least restrictive environment for students to be successful. Ongoing communication with the IEP team members ensures appropriateness of decisions and provides information to determine if a more restrictive option is warranted. If this is the case, it is done so gradually and intentionally.

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

Over the past three years, the Ferndale Area School District (FASD) has implemented a strategic framework to enhance its capacity to support the academic, social, behavioral, and emotional needs of all students. By expanding the Multi-Tiered System of Support (MTSS) and refining universal practices, the district ensures that students requiring accommodations are supported through proactive, data-driven interventions.

The following outlines the district's approach to universal and specialized student support:

Academic Excellence through MTSS Refinement

FASD has systematically strengthened its academic tiers to ensure high-quality instruction for every learner.

- **Tiered Instructional Focus:** While the 2024-2025 academic year focused on Tier 2 (targeted) interventions, the 2025-2026 cycle prioritizes Tier 1 (universal) instruction. This shift, informed by PSSA achievement data, ensures that core classroom instruction is robust and differentiated for all students.
- **Resource Optimization:** The district is engaged in a continuous evaluation process to identify and implement the most effective evidence-based resources across all learning tiers.

- **Collaborative Problem-Solving:** "Kid Talk" meetings serve as regular, multidisciplinary forums where educators collaborate to monitor student progress and adjust instructional strategies in real time.

Behavioral and Social-Emotional Support Systems

To foster a safe and inclusive environment, the district uses Positive Behavioral Interventions and Supports (PBIS) alongside specialized mental health partnerships.

- **Data-Driven Behavioral Analysis:** The district employs tracking and analysis of behavioral patterns to identify needs early. FASD uses the SWIS tracking system to compile data. This data allows for the implementation of informal interventions and behavior plans that provide support before more intensive measures are required.
- **Integrated Mental Health Services:** Through partnerships with REACH Counseling and Communities in Schools, FASD provides students with direct access to school-based mental health support, addressing social and emotional barriers to learning.

Expansion of the Special Education Continuum

FASD realigned its human and physical resources to ensure students are educated in the Least Restrictive Environment (LRE).

- **Out of District Partnerships:** The district collaborates with neighboring districts and agencies to provide high-quality Life Skills and Autistic Support (ASD) programming.
- **In-District Emotional Support Expansion:** The addition of the River Rock Academy program within the high school provides supplemental and full-time emotional support, allowing students to receive intensive services while remaining connected to their home district.

Professional Capacity and Collaborative Culture

The district invests heavily in professional development to ensure staff are equipped to handle diverse classroom needs.

- **Professional Learning Communities (PLCs):** Educators engage in data-driven PLCs focused on curriculum development, standards alignment, and instructional efficacy.

- **Inclusive Instructional Strategies:** Significant emphasis is placed on Co-teaching and Differentiation Coaching to ensure students are successful in the general education setting to the greatest extent possible.

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

To ensure the meaningful participation of students with disabilities in the general education curriculum, the Ferndale Area School District's approach is one centered on Least Restrictive Environment (LRE) and providing students with the opportunity to be educated with their same-aged peers to the maximum extent possible. To do this, the district focuses on appropriate academic programming and staff development.

Ferndale Area School District elementary academic framework is ever evolving. It is centered on evidence-based core programming and a data-driven Multi-Tiered System of Support (MTSS). For foundational instruction, the district utilizes Wonders, ECRI, and Haggerty for English Language Arts (ELA), alongside Eureka and Spring Math for mathematics. To address diverse learning needs, Tier II and Tier III interventions are bolstered by specialized resources such as West Virginia Phonics, UFLI, and the 95% Group for ELA, as well as Spring Math Individual Interventions and IXL for mathematics.

Central to this model is the "What I Need" (WIN) instructional block, where the Reading Specialist and Title Aides deliver targeted support based on skill deficits identified through universal Acadience screening conducted at the beginning of the school year, and is followed by benchmarks during the middle and end of the school year. While FASD remains committed to continuous improvement, the district has made adjustments. During the 2024-2025 school year, the district maintained two WIN periods, while the 2025-2026 priorities were reallocating resources specifically for reading interventions. Looking ahead to 2026-2027, the district aims to reintroduce more intervention time, providing the ability to use IXL and Spring Math.

This academic continuum extends to special education programming, which integrates Wonderworks and specialized tools to ensure alignment with general education goals, while identifying the expansion of math-specific special education programming as a primary strategic growth area.

One of the main pillars within the Ferndale Area School District is the encouragement of continual growth and development of our faculty and staff. This ensures that our practices are centered on what is best for our students. Each year, the district partners with the Intermediate Unit 8 to provide professional development. When there are PDE-sponsored initiatives, the district utilizes PaTTAN and PDE for training for teachers, staff, and administrators. All staff who attend conferences are required to complete a conference evaluation form. If necessary,

that staff member then trains 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.

IU 8 Curriculum Development Sessions

- Since 2020 FASD has centered its focus on building a curriculum from grades K-12. The development consists of a 4-part framework: Exploration, Development, Implementation, and Modification & Refinement. The framework is on a revision cycle for each content area.

Inclusive Practice Sessions

- Inclusion
- Trauma Informed Care
- Coteaching Overview
- Coteaching Coaching & Collaboration Sessions
- Differentiation Coaching & Collaboration Sessions

Literacy Sessions

- ECRI
- Structured Literacy
- Wonders
- HIIT/SLOT Training

Special Education Related Professional Development Sessions

- Developing Measurable Annual Goals
- The Revision Process
- OT/PT Overview
- Non-Violent Crisis Intervention Training
- Des-escalation Training
- Extended School Year
- PSTAT (PSSA/Keystone Refreshers)
- PSSA/DLM Training/Refreshers
- OVR Overview

- Rating Forms & Teacher Input
- How to Read & Understand Evaluations
- Secondary Transition

6. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The Ferndale Area School District (FASD) is committed to ensuring that students with disabilities have full and meaningful access to extracurricular activities, aligning with the district's mandate to provide education and related services in the Least Restrictive Environment (LRE). Students are actively encouraged to engage in extracurricular events based on their personal interests and preferences, with the district providing robust supplementary aids and services to facilitate their success. Specific measures implemented to ensure accessibility include providing dedicated adult assistance from Personal Care Assistants (PCAs), nurses, or administrative staff, as well as offering non-traditional transportation to accommodate unique practice and game schedules. For students with sensory or communication needs, the district frequently utilizes interpreters, interveners, enlarged scorebooks, and specialized communication or amplification devices.

FASD implements a comprehensive Supplementary Aids and Services (SaS) framework categorized into collaborative, physical, and social-behavioral supports to maintain this inclusive environment. Collaborative efforts involve scheduled team meetings between coaches, athletic directors, and the Director of Special Education to plan for individual student needs, often supplemented by parental collaboration and specialized coaching on assistive technology. Physical adaptations are made to the environment through modified furniture arrangements, adaptive equipment, structural aids for wheelchair accessibility, and sensory adjustments to lighting or sound levels. To support the social and emotional needs of participants, the district provides direct social skills instruction and peer-facilitated programs such as "Breakfast Club," "Lunch Bunch," and peer mentoring initiatives. These programs, supported by contracted mental health counselors and special education staff, are designed to build and maintain lasting friendships and social confidence.

FASD ensures that students in out-of-district placements have equitable access to all district-sponsored extracurricular activities. The district proactively reviews SaS requirements for these students to determine necessary support for specific events, ensuring they and their families remain fully integrated into the school community. This holistic approach ensures that every student, regardless of placement or disability, can achieve self-fulfillment through social and athletic engagement.

7. Describe the School District procedures that ensure, 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-led extracurricular activities.

At Ferndale Area School District, 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 students placed in 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.

8. Discuss the School 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).

Ferndale 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. Support in regular education may include the use of individually selected supplemental aids and services.

During the 2025-2026 school year, Ferndale partnered with River Rock Academy to meet students' needs and establish a more robust continuum of services for supplemental and full-time emotional support. To date, there are 9 students currently being educated on a supplemental or full-time basis through this partnership. The ability to house these services in the district enables FASD students the opportunity to transition more seamlessly into general education classrooms and have more access to their same-aged, non-disabled peers.

FASD currently partners with Forest Hills and Windber School District for their Supplemental and Full-Time Life Skills Support, ACRP Center for Achievement, and Pressley Ridge for Full-Time Autistic Support.

A partnership with Appalachian Youth Services (AYS) and ACRP Partial Hospitalization Program are also used on a case-by-case basis for students with more unique situations and needs.

Within all of the above mentioned placement options, students' data and progress is continuously monitored. Meetings are held on a regular basis in order to make programmatic adjustments when a student is finding success and ready to move to a less restrictive level or when a student is struggling, and more support is needed.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Windber Elementary	Other	School Building	Windber Area School District	Life Skills Support	2

BRIDGE Transitional Community Based Program for 18-21	Other	Transition Program	IU08 Life skills classroom for students beyond grade 12	Life Skills Support	0
ACRP Center For Achievement	Licensed Private Academic		ACRP	Autistic Support	2
Appalachian Youth Services (AYS) Day Treatment	Other	Day Treatment	IU 08 (educational portion)	Emotional Support	1
Forest Hills Elementary	Other	School Building	Forest Hills School District	Life Skills Support	1
Forest Hills Elementary	Other	School Building	Forest Hills School District	Multiple Disabilities Support	1
Forest Hills Jr/Sr High School	Other	School Building	IU 08	Life Skills Support	2
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Emotional Support	1
Soaring Heights School	Licensed Private Academic		Soaring Heights	Emotional Support	0
River Rock Academy	Other	In District Program	River Rock Academy	Emotional Support	9

Positive Behavior Support

Date of Approval

2020-12-09

Uploaded Files

Behavior Support 113.2.pdf

9. How does the School District support the emotional, social needs of students with disabilities?

The Ferndale Area School District supports the emotional and social needs of students with disabilities through a comprehensive Behavior Support policy (Code 113.2), which was most recently revised on December 4, 2024. This policy is designed to ensure that students receive the necessary interventions to succeed in the Least Restrictive Environment (LRE) while maintaining their dignity and safety. Some of the current supports in place are listed below.

SW-PBIS is a schoolwide initiative that employs a proactive method of discipline. It promotes appropriate behavior and an increase in learning. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of PBIS is to establish a climate in which appropriate behavior is expected and becomes the norm. Research indicates that providing a positive and direct approach to learning and behavior is a favored alternative to the traditional punishment-based approach. This, in turn, will increase our school's positive climate. At Ferndale, our motto is "Together we SWARM!" SWARM stands for S-Stay Safe, W-Work Hard, A-Always Be Kind, R-Respect Our Hive, M-Make Good Choices.

The Student Assistance Program's (SAP) purpose is to support and assist teachers and families with students who are experiencing barriers to learning and school success. These barriers could be due to social, emotional, academic issues, and/or attendance problems. An assistance plan is created by the team and implemented for the success of the student. Referrals can be made by any teacher or by a parent/guardian. The SAP faculty members are professionally trained to use a systematic process to identify problems and recommend resources to help students based on observations. Our Student Assistance Program is a voluntary and supportive program for students and their parents. (Board Policy: 236 Student Assistance Program).

Communities In Schools is a program that helps to support students with their social and emotional needs. A site coordinator works to identify and address non-academic barriers that are preventing students from success. Communities In Schools uses a tiered approach that allows for School Wide, Targeted, and Intensive Individual Supports for the students at Ferndale Elementary School.

Ferndale Area School District partners with Reaching Educational Achievements with Clinical Mental Health (REACH Counseling). This service allows clinical mental health providers to see students in the school setting. REACH counselors work directly with the district's staff, SAP team members, and families to ensure a comprehensive approach to serving the student is maintained.

Alongside REACH Counselors, Ferndale also contracts with Silver Linings to support the emotional and social needs of students with disabilities by providing evidence-based, person-centered interventions that bridge the gap between clinical support and the classroom.

Additional partnerships include The Clothing Closet and the Backpack Program. The Clothing Closet provides free clothing and personal care items to students in need. The Backpack Program allows students the opportunity to take home free non-perishable food items over the weekend.

The IEP Team uses Functional Behavior Assessments (FBAs) to create individualized Positive Behavior Support Plans (PBSPs) that emphasize positive reinforcement and the mastery of replacement behaviors. These plans are implemented collaboratively by case managers and classroom teachers, supported by a multidisciplinary team of paraprofessionals, school counselors, and mental health professionals.

10. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.

The Ferndale Area School District provides comprehensive staff training to ensure the effective implementation of behavioral supports for students with disabilities. This training is designed to align with students' Individualized Education Programs (IEPs), Positive Behavior Support Plans (PBSPs), and overall Board policy.

1.) Classroom Management & De-escalation: Educators receive regular training and retraining in positive behavior supports and specialized de-escalation techniques to maintain safe, productive classrooms while minimizing the need for restrictive interventions. PBIS Refresher- At the beginning of each school year, the PBIS team provides updated information to all staff and faculty members. Non-Violent Crisis Intervention - FASD works collaboratively with the Intermediate Unit 8 to annually certify or recertify staff and faculty on NCI/CPI techniques, de-escalation strategies, and the use of restraints.

2.) Trauma-Informed & Social-Emotional Approaches: Training focuses on understanding the underlying causes of student behavior, ensuring that all interventions are positive, non-demeaning, and designed to enhance student self-fulfillment.

3.) Executive Functioning & Differentiation: Professional development supports the implementation of diverse, research-based techniques and supplementary aids that allow for individualized instruction tailored to each student's unique learning profile

4.) Co-teaching & Collaborative Instruction: The District promotes a multidisciplinary approach where special education case managers and general education teachers collaborate closely to implement Individualized Education Programs (IEPs) and Positive Behavior Support Plans (PBSPs) across all educational settings.

11. Describe the School District's positive school wide support programs.

The Ferndale Area School District implements a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework across all educational settings, which is applied universally, ensuring that students both with and without disabilities receive consistent behavioral expectations and support. To maintain the integrity of the program, the District provides ongoing professional development to a multidisciplinary team—including administrators, counselors, general and special education teachers, school psychologists, and support staff. This collaborative approach ensures that PBIS principles are integrated throughout the school day, from the classroom to district transportation.

----Elementary Level: "SWARM SWAG" ----

At the elementary level, the program is centered on the "SWARM" principles: Safety, Working Hard, Always Being Kind, Respecting Our Hive, and Making Good Choices. Students earn "SWARM Swag" for demonstrating these values, which can be redeemed at the school store or for various incentive events. Behavioral expectations are reinforced through the teacher and student handbooks, class and school meetings, and school-wide signage. The school hosts quarterly incentive days and targeted rewards.

----Junior-Senior High School "Bee Notes & Hive Five"----

The Junior-Senior High School maintains a similar structure tailored to secondary-aged learners. Students earn "Bee Notes and Hive Fives" as recognition for positive behaviors and academic engagement. Bee Notes grant students access to the school store and larger-scale incentive days held prior to major holiday breaks. These events offer diverse enrichment activities, including competitive sports, culinary arts, and technology-based rewards. The secondary program also utilizes incentives to target specific areas of need, such as high attendance rates or low office disciplinary referrals (ODRs).

12. Describe the School District's school-based behavior health services.

The Ferndale Area School District provides an array of school-based behavioral and mental health services through partnerships with REACH

Counseling and Communities In Schools. These collaborations ensure that students have consistent access to professional support throughout the year, including during academic breaks and summer vacation.

13. Describe the School District's 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 must be completed by staff members who 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. The Director 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 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 through the Integrated Monitoring System. 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
RRES9-12	Secondary	Full-time (1.0)	03/24/2026 02:18 PM

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	14 to 18
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level unless a waiver is signed and agreed upon by the IEP team.		0.15

Building Name		
Ferndale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level unless a waiver is signed and agreed upon by the IEP team.	0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLS12ASES7-12	Secondary	Full-time (1.0)	03/24/2026 02:16 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Ferndale Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18

Age Range Justification	FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.	0.08

Building Name		
Ferndale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL10-11	Secondary	Full-time (1.0)	03/24/2026 02:14 PM

Building Name		
Ferndale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL57-9	Secondary	Full-time (1.0)	03/24/2026 02:13 PM

Building Name		
Ferndale Area JSHS		
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	Secondary	12 to 15
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12	Secondary	Full-time (1.0)	03/24/2026 02:08 PM

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%)		9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.45

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSK-12	Multiple	Full-time (1.0)	03/24/2026 02:05 PM

Building Name		
Ferndale Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range

School District	Multiple	5 to 18
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELEM4-6	Elementary	Full-time (1.0)	03/24/2026 02:04 PM

Building Name		
Ferndale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Ferndale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12

Age Range Justification	FTE %
	0.17

Building Name		
Ferndale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUHIS	Elementary	Part-time (0.5)	03/24/2026 01:58 PM

Building Name		
Ferndale El Sch		
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	Elementary	10 to 10

Age Range Justification	FTE %
IU service provider. During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELEMK-3	Elementary	Full-time (1.0)	03/24/2026 02:19 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	5 to 9
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.14

Building Name		
Ferndale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 9
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.08

Building Name		
Ferndale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSK-6	Elementary	Full-time (1.0)	03/24/2026 02:19 PM

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%)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUVIS	Elementary	Part-time (0.5)	03/24/2026 02:19 PM

Building Name		
Ferndale El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
IU service provider. During instructional time, the age range is not greater than 3 years at the elementary level and 4 years at the middle/high school level.		0.04

Special Education Facilities

Building Name		Room #
Ferndale El Sch		203 (SLP office)
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

1 Assurance Check

Building Name		Room #
Ferndale El Sch		202
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

2 Assurance Check

Building Name		Room #
Ferndale El Sch		104 (Sensory Room)
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

3 Assurance Check

Building Name		Room #
Ferndale El Sch		04
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

4 Assurance Check

Building Name		Room #
Ferndale El Sch		05
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

5 Assurance Check

Building Name		Room #
Ferndale El Sch		10 (therapy room)
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

6 Assurance Check

Building Name		Room #
Ferndale Area JSHS		26
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

7 Assurance Check

Building Name		Room #
Ferndale Area JSHS		Conf (SLP and Rel Serv)
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

8 Assurance Check

Building Name		Room #
Ferndale Area JSHS		203
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

9 Assurance Check

Building Name		Room #
Ferndale Area JSHS		205
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

10 Assurance Check

Building Name		Room #
Ferndale Area JSHS		304 (sensory room)
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

11 Assurance Check

Building Name		Room #
Ferndale Area JSHS		31
School Building		Building Description
		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		
2023-08-24		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

12 Assurance Check

Building Name		Room #
Ferndale Area JSHS		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 5 inches x 15 feet, 3 inches	341sqft	12
Implementation Date		
2025-08-18		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.		No

13 Assurance Check

Special 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	0.12	Elementary	Contractor
Physical Therapist	0.01	Elementary	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	3	Secondary	Contractor
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	Contractor
Other	1	Elementary	Contractor
Other	1	Secondary	Contractor
Other	1	Secondary	Contractor
Other	0.08	Secondary	Contractor
Other	1	Secondary	Contractor
Other	0.02	Elementary	Contractor
Other	0.03	Elementary	Contractor

14 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Inclusive & Instructional Best Practices, Social, Emotional, and Behavioral Support, and Accessibility.			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of .5 Hours/Training	1 Session/Year	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Intervention Support			
Lead Person/Position		Year of Training	
District Administrators & Teacher Leaders		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of .5 Hours/Training	4	District Intermediate Unit PaTTAN Other	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	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3 Hours/Training	1 Session/Year	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Trauma Informed Approaches			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of 1 Hour/Training	Minimum of 1 Session Every 3 Years	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training	
CPR & First Aid/Diabetes Care & Epinephrine Auto-Injectors	
Lead Person/Position	Year of Training
School Nurse/Ignite	2026
	2027
	2028
	2029

Hours Per Training	Number of Sessions	Provider	Audience
Minimum of 1 Hour/Training	2 Sessions/Year	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Special Education Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
20 Total Hours/Year	20 Total Hours/Year	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Mandated Reporter Training, Suicide Prevention, Educator Misconduct Training			
Lead Person/Position		Year of Training	
District Administration		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
Varies Depending on State Requirement	3 Sessions	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

			Special Education Teachers Other
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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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Varies Depending on Topics Delivered	Minimum 1 Session/Year	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
School Safety & Security (Response Preparedness & Safe2Say)			
Lead Person/Position		Year of Training	
District Administrators		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum 1 Hour/Year	1 Session/Year	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Outside Agency & Community Awareness Training			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum 1 Hour/Training	Minimum 1 Session/Year	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
District Administration & Leaders		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum 1 Hour/Training	Minimum 1 Session/Year	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training	
Family Engagement & Training Opportunities (Focus will be literacy, STEAM and math.)	
Lead Person/Position	Year of Training

District Administrators & Teacher Leaders		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
Varies Depending on Activity & Training	Minimum of 1 Session/Year	District Intermediate Unit PaTTAN Other	Parents Other

IEP Development

Description of Training			
PSTAT/State Testing Refresher			
Lead Person/Position		Year of Training	
Director of Special Education & Building Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of .5 Hours/Training	Minimum of 1 Session/Year	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
Extended School Year Services			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

0.5 Hours/Training	1 Session/Year	District	Paraprofessionals Special Education Teachers
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Description of Training			
Special Education Specific (PLC Topics based on Data)			
Lead Person/Position		Year of Training	
Director of Special Education/School Psychologist/Speech Language Pathologist		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of .5 Hours/Training	Minimum of 2 Session/Year	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date