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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Special Education Report**

**Wednesday, June 30, 2010**

**(Last Approved: Wednesday, June 30, 2010)**

**Entity:** Ferndale Area SD

**Address:** 100 Dartmouth Ave  
Johnstown, PA 15905-2305

**Phone:** (814) 535-1507

**Contact Name:** Carole Kakabar

## School District Demographics

School District IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Ferndale Area SD	Appalachia IU Carole M. Kakabar	2	815	154

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Kathleen M. Wojnarowski	Special Education Coordinator	814-539-6168	814-539-6160	kwojnarowski@fasdk12.org

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Allison, Barbara	Parent	Parent	Board of Directors
Allison, Sally	Ferndale Area School District	Other	Support Staff
Beck, Lori	Ferndale Area School District	Other	Educational Specialists
Boyle, Robert	Northern Point Learning, Inc.	Business Representative	Board of Directors
Bremer, Laryssa	Ferndale Area School District	Ed Specialist - School Counselor	Educational Specialists
Craig, Patricia	Ferndale Area School District	Other	Support Staff
Kakabar, Carole	Ferndale Area School District	Administrator	Administrators
Koposko, Michelle	Ferndale Area School District	Other	Educational Specialists
Lohr, B. Wayne	Ferndale Area School District	Administrator	Administrators
Reiter, Jennifer	Ferndale Area School District	Administrator	Administrators
Shirley, Scott	Ferndale Area School District	Administrator	Administrators
Wojnarowski, Kathleen	Ferndale Area School District	Other	Teachers
Zahorchak, Justin	Ferndale Area School District	Administrator	Administrators
Zankey, Eileen	Ferndale Area School District	Ed Specialist - School Counselor	Educational Specialists

## Program Evaluation (P.L. 105-17, §612(2) and §613(a))

### Current Program Strengths and Highlights

The Ferndale Area School District has many strengths in its Special Education Program.

The K4-6 building has an outstanding inclusionary program. Students are included for Science, Social Studies, Math, English, and Reading with appropriate adaptations and modifications. Because the K4-6 building uses a developmental reading model, all students are homogeneously grouped to provide services on their level. The district employs 2 Reading Specialists to support primary and intermediate students in their reading development. The primary Reading Specialist also has a paraprofessional in her classroom who is a certified teacher. There is a teacher at the elementary level to provide support for autistic and emotionally disturbed students. Each learning support classroom has a full-time teacher aide. All Teacher Aides employed by the district have been certified as highly qualified. The K4-6 building utilizes a Family Support Program, with a dedicated teacher, to help at-risk students. The Family Support Program serves as the vehicle through which interventions are implemented in the regular education classroom, before referrals to special education. This program targets students at risk and provides adaptations and modifications to the curriculum that are viable alternatives to the multidisciplinary evaluation process, in conjunction with a strong parent communication component. The Family Support Program is intricately affiliated with the eSAP program.

Inclusionary practices are also evident in the Jr./Sr. High School. Team teaching environments have been established in Science, Social Studies, English, Reading, and Math. These teaching environments allow special education students to participate with their non-disabled peers in almost all educational situations. There are 3 highly qualified teacher aides, as well as 3 highly qualified special education-certified teachers utilized in the regular education classroom to support inclusion. A number of high school learning support students attend the Greater Johnstown Career and Technology Center on a half-time basis. The learning support staff and the GJCTC staff have built a positive working relationship and collaborate on a regular basis. Ferndale Area employs a transition coordinator, who meets with all students aged 14 and up to ensure that post secondary goals and career aspirations are addressed. The coordinator is also a certified special education teacher utilized in the co-teaching environment at the Jr.-Sr. High School. There is a high graduation rate for our special education population. The 7-12 building funnels support through a strong SAP (Student Assistance Program) to provide interventions to struggling students before referrals to special education. Student achievement and progress is monitored by data analysis via a collaboration of regular and special education staff. There is a full-time emotional support teacher at the junior-senior high school, and a dedicated autistic support teacher for grade 7-12 students.

The district employs a full-time Coordinator of Special Education, a full-time Special Education Secretary, and a full-time Speech and Language Therapist. The district will soon employ a full-time School Psychologist. There are three Guidance Counselors to provide counseling services to students in the district. Our Special Education Coordinator is easily accessible and participates in Family Support meetings when necessary.

There is an emphasis on professional development for special education staff and paraprofessionals. Some examples of workshops provided/attended in 2009-2010 include: SAS toolkit, ES network meetings, Indicator 13 workshops, Psychological effects of trauma in children, PSSA Accommodations training, re-evaluation and waiver trainings, manifestation determinations and functional behavior assessments training, de-escalation training, non-violent crisis intervention training, CPR/AED certification, autism basic training, etc. All paraprofessionals receive at least 20 hours of professional development annually related to their assignment. They take an active role in finding resources and opportunities to enhance their education and job performance above and beyond what the school district provides.

The extensive collaboration between the regular education and special education teachers provides student centered inclusive instruction based upon individual need. There is a high percentage of students in the regular education classes (78.0% considered itinerant and 22.0% considered supplemental). The district supports this collaboration through on-going data-driven staff development and curriculum analysis. Administration has a strong background in special education and takes an active role in special education initiatives. The district and the board of educators supports special education at Ferndale Area School District by approving requests for needed resources.

During a special education audit (March 2009), the district only had 4 recommendations or citations which have all been addressed/resolved, as well as commendations in several areas, especially in the area of family support and reaching out to parents. During an audit by the IU8 Special Education Task Force on May 3, the same commendations were noted.

## **Identifying Students with Learning Disabilities**

District-wide, the discrepancy model is used to identify students with specific learning disabilities following the Chapter 14 Pennsylvania Regulations. Students must also demonstrate a need for specially designed instruction and related services.

First, our school district refers students to the Family Support Coordinator at the elementary level or the Child Find 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 scientifically-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. 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 there is a severe or significant discrepancy between the child's 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, parent's input, 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 reading or math. It cannot be due to a limited English proficiency. The district must also rule out that a visual, hearing or orthopedic disability is not the cause of the discrepancy. Mental retardation as well as emotional disturbance must be ruled out. Also, cultural factors and environmental 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 Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

## **24 P.S., §1306 and §1306.2 Placements**

### **Facilities for Nonresident Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Svcs as of Dec 1</b>
None	Not Applicable	0

### **Incarcerated Students Oversight**

A student involved in a referral to a criminal justice system facility is interviewed through an intake process, upon entering the County or State Correctional Facilities (located in Cambria County) by a receiving officer or counselor. Then, the District is normally contacted about this student by the IU.

If the said student is eligible for special education services, the District cooperates with the Intermediate Unit and the host school district in addressing the needs of incarcerated Ferndale Area student. We will supply the education providers with the latest IEP and evaluation report, participate in the IEP and/or CASSP meetings, monitor the student's educational progress, and address our financial responsibilities for the students. This oversight 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.

### **Facilities for Incarcerated Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Svcs as of Dec 1</b>
None	None	0

## Least Restrictive Environment 34 CFR §300.551

### Ensuring Maximum Integration

During the IEP process, the IEP team will develop an IEP based solely upon an individual student's needs.

Placement decisions are a secondary consideration and decisions of this nature will only be made after the IEP goals are completed. Placement in the student's regular school is always the first consideration. Removal from the regular education environment only occurs when that setting with supplementary aids and services is not meeting 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 device services, employs dedicated emotional support teachers and autistic support teachers in each building, 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-house. Additionally, secondary special education staff have added multiple core subject secondary level certifications to their PA Teaching Certificate, to again be able to serve high school aged students across the curriculum, and expand our continuum of services in-house.

If the student is not achieving, the IEP team will utilize the Supplementary Aides and Services Toolkit to identify barriers to the student's success, and implement alternative supplementary aides and services to overcome these barriers. Additionally, for students whose behaviors are interfering with their learning, a functional behavior analysis and a positive behavior support plan is developed and implemented according to state and federal guidelines, in order to keep the child in the least restrictive environment. In some cases, when needed, the District has provided one-on-one aides for students during the school day. Community-based instruction is provided in collaboration with IU8 for students needing to develop independence in daily living skills (as determined through their IEP).

Professional development for staff involving the SAS Toolkit has been provided by IU8 staff. District emotional support teachers participate in the IU8 Emotional Support Teacher Network trainings. Our Transition Coordinator regularly attends the IU8 Transition Coordinators Council meetings. Our Coordinator of Special Education attends the IU8 Special Education Regional Coordination meetings as well as the Local Task Force meetings. The district will collaborate and consult with specialist agencies like Pressley Ridge for targeted services to better meet the needs of our autistic and emotional support students.

### Supplementary Aids and Services

<b>Service/Resource</b>	<b>Description</b>
Appalachia Intermediate Unit 8	IU8 provides programs such as K4 autistic/SLS/OT/PT support, hearing and vision support K-12, as well as staff professional development in various areas.
Cambria County Mental Health	CASSP services, counseling services, post-graduate transition services
Gifted Education	Enrichment and acceleration opportunities are available for qualifying students.
Psychological Services	A certified school psychologist is contracted through Intermediate Unit 8 for services 3 days per week. The school psychologist serves as a resource to our district, providing developmentally appropriate services, diagnostic, intervention & referral, and consultative services.

Special Education and Related Services The FASD conducts on-going identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. In compliance with state and federal law, the FASD will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities. The Ferndale Area School District provides a full continuum of services for special needs students. These services are provided internally through the Appalachia Intermediate Unit 08 or by private service providers.

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Supplementary Aids and Services These are examples of the typical supplementary aids and services we are presently using with one or more of our identified special education students. If a student would still not be meeting with success, our district would use the Supplementary Aids and Services Toolkit to help us identify the potential barriers to learning and curriculum access to the general education classroom and identify strategies and services to eliminate these barriers. Service Categories Examples Collaborative Adults working together to support students • Instruction arrangements that support collaboration (e.g., coteaching, paraeducator support) • Professional development related to collaboration • Coaching and guided support for team members in use of assistive technology for an individual student • Scheduled opportunities for parental collaboration • All School personnel collaborate in the development and delivery of SAS • Parents supporting staff by sharing knowledge of their child's disability Instructional Development and delivery of instruction that addresses diverse learning needs • Providing modified curricular goals • Providing alternate ways for students to demonstrate learning • Providing test modification • Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access, FM systems) • Providing instruction on functional skills in the context of the typical routines in the regular classroom • Changing method of presentation (e.g., printing vs. cursive writing) • Providing research-based supplementary materials • Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples) • Providing adapted grading • Providing assessments for appropriate assistive technology • Tutoring (e.g., extra reading instruction at the elementary level by reading specialists, after school tutoring) • Providing multi-modal presentations • Providing extra time for assignments, projects, or tests • Providing adapted notes, outlines, and study guides • Reviewing material in various formats (e.g., game like format) Physical Adaptations and modifications to the physical environment • Specific seating arrangements • Adaptive equipment • Adjustments to sensory input (e.g., light, sound) • Testing in an alternate location with learning support staff • Extra set of books/materials kept at home/classroom Social-Behavioral Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior • Social skills instruction (e.g., anti-bullying meetings, social skills individual instruction) • Counseling supports • Peer supports (e.g., facilitating friendships, peer tutoring, lunch bunch) • Individualized behavior support plans • Modification of rules and expectations • Cooperative learning strategies

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## LRE Data Analysis

## Personnel Development Activities

There are currently no trainings entered for this topic.

## Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Northern Point	Other	Alternative Education	5
Forest Hills Middle School	Neighboring School Districts	Multiple Disabilities Classroom	1
Westmont Hilltop Elementary	Neighboring School Districts	Life Skills	1
Westmont Hilltop High School	Neighboring School Districts	Life Skills	2
Westmont Hilltop High School	Neighboring School Districts	Full-time Learning Support	1
Pressley Ridge Day School	Approved Private Schools	Emotional Support	1
Forest Hills Elementary School	Neighboring School Districts	Life Skills	1
Instruction in the Home	Instruction in the Home	Learning Support	1
Children's Behavioral Health	Other	Learning Support/Emotional Support	1

## Personnel Development for Improved Student Results

### Personnel Development - PA NCLB Goal #1

#### Reflections

- **Reading Proficiency**

**Strength Last Modified: 4/27/2010**

Tutoring and remediation are offered for struggling students. Lessons are built on identified areas of non-proficiency based on multiple assessment tools and teacher analysis:

Grades 2-6 Assistance in after school tutoring with classroom teacher as well as tutoring during the school day.

Peer Tutors provide reading reviews/tutoring in mornings for grades 1-5 as referred by the Family Support Program.

Grade 7-8 Assistance in afterschool tutoring (started 2009) and during period 9.

Grade 11 Assistance in afterschool tutoring (started 2009) and in morning homeroom.

Grade 12 PSSA remediation classes for reading and math are built into the school day as part of a student's schedule. Assistance in afterschool tutoring is also available.

- **AYP Overviews**

**Concern Last Modified: 2/1/2010**

The increase in AYP scores over the next three years will require a corresponding increase in the percentage of students scoring proficient or above. There are concerns that male students, the grade 11 group, special education students and students coming from a low socio-economic status may experience difficulty in achieving the levels of proficiency required by NCLB.

- **Special Education**

**Strength Last Modified: 4/9/2010**

There has been a significant increase in PSSA scores for the special education subgroup in 2009 which is anticipated to stay high.

A Coordinator of Special Education was appointed in 2009, as well as a Special Education secretary to oversee services for the district, due to the high percent special education population. A secondary Emotional Support teacher has been implemented to specifically serve this population and allow greater instructional time for other special education teachers in the core subject areas.

The district did extremely well in the Special Education audit in March, 2009. Corrective action areas have been addressed and completed.

**Concern Last Modified: 4/9/2010**

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There is a concern that this subgroup will fall short of adequate yearly progress in the coming years due to the high level of proficiency expectations by PDE.

The district contracts with IU8 for school psychological services. We increased contracted time from 2 days per week in 2008-2009 (shared services with another district) to 3 days per week in 2009-2010 (IU8 contracted service), and it is still insufficient time to get reports done. The district has gone out of compliance on timelines for several ED's in this school year.

The district pays a high price for contracted psychological services for 3 days per week.

**Identified High Priority Cause:**

root cause: students moving through the system falling further behind without specific remediation at the first signs of struggle.

contributing causes: contracted school psychologist has no vested interest in the district. There is a large number of students who enter the district in need of services and are already academically far behind their peers. Levels of proficiency expected on an at-grade-level assessment are not appropriate for students who are functioning academically at a lower grade level.

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## Base Line Data

Ferndale Area School District met AYP for the 2008-2009 school year.

Also see 4Sight Assessment summaries.

## Personnel Development Activities

### Topic: Standards Aligned System (SAS) curriculum structuring in Reading and Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010 - Throughout the rest of the school year, our staff will work on aligning the curriculum with the state standards.	trained district staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, curriculum mapping days	2% increase in the number of students with IEPs scoring proficient across all assessed grade levels for the 2010-2011 school year, and a 2% increase per year after that for a total of 6% increase during the implementation of this plan.

### Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010	IU Staff, Higher Education Staff, in-house staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, curriculum review and data analysis days	2% increase in the number of students with IEPs scoring proficient across all assessed grade levels during the 2010 -2011 school year
Fall 2011	PATTAN Staff	New Staff, Instructional Staff, Related Service Personnel	Conferences	2% increase in the number of students with IEPs scoring proficient across all assessed grade

Fall 2012	Higher Education Staff, private providers	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Distance Learning	levels during the 2011 -2012 school year 2% increase in the number of students with IEPs scoring proficient across all assessed grade levels during the 2012 -2013 school year
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### Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010	IU Staff, in-house staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, curriculum review and data analysis days	2% increase in the number of students with IEPs scoring proficient across all assessed grade levels during the 2010 - 2011 school year.
Fall 2011	PATTAN Staff	New Staff, Instructional Staff	Conferences	2% increase in the number of students with IEPs scoring proficient across all assessed grade levels during the 2011 - 2012 school year.
Fall 2012	Higher Education Staff, in house staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Distance Learning	2% increase in the number of students with IEPs scoring proficient across all assessed grade levels during the 2012 - 2013 school year.

### Qualified Staff

### Reflections

There are currently no reflections selected for this section.

## Base Line Data

The district employs the following qualified Special Education-dedicated staff:

full-time Special Education Coordinator

full-time Special Education Secretary

5.5 full-time Learning Support Teachers

1 full-time secondary Emotional Support Teacher

1 half-time elementary Emotional Support/Autistic Support Teacher

1 half-time secondary Transition Coordinator

1 full-time Speech Therapist

5 full-time Paraprofessionals

## Personnel Development Activities

**Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010	PATTAN Staff, in-house staff, private providers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, consultative support	Staff will become more competent at providing appropriate broad-spectrum autistic support services in-house with a 2% decrease in the number of students being served outside the district in alternate placements for the 2010-2011 school year (currently, 50% of autistic students are in out-of-district placements).
Summer 2011	Various private providers	Administrative Staff, Related Service Personnel	Conferences	Staff will become more competent at providing

<p>2010 -2011 school year - Consultative support will be provided throughout the school year to help our staff implement strategies learned during workshop sessions.</p>	<p>private provider</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups, consultative support</p>	<p>appropriate broad-spectrum autistic support services in-house with a 2% decrease in the number of students being served outside the district in alternate placements for the 2011-2012 school year (currently, 50% of autistic students are in out-of-district placements).</p> <p>Staff will become more competent at providing appropriate broad-spectrum autistic support services in-house with a 2% decrease in the number of students being served outside the district in alternate placements for the 2010-2011 school year (currently, 50% of autistic students are in out-of-district placements).</p>
<p>Fall 2011</p>	<p>In house staff, private provider</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Distance Learning, consultative support</p>	<p>Staff will become more competent at providing appropriate broad-spectrum autistic support services in-house with a 2% decrease in the number of students being served outside the district in alternate placements for the 2011-2012 school year (currently, 50% of autistic students are in out-of-district placements).</p>
<p>Fall 2012</p>	<p>IU Staff,</p>	<p>New Staff, Instructional</p>	<p>On-site Training with</p>	<p>Staff will become</p>

Higher Education Staff

Staff, Administrative Staff, Related Service Personnel

Guided Practice, Conferences

more competent at providing appropriate broad-spectrum autistic support services in-house with a 2% decrease in the number of students being served outside the district in alternate placements for the 2012-2013 school year (currently, 50% of autistic students are in out-of-district placements).

**Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually-appropriate trainings to address individual needs will be provided**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010	PATTAN Staff, IU Staff, in-house staff, private providers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Video conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.
Spring 2011	Higher Education Staff, Private providers	Paraprofessional, Administrative Staff	On-site Training with Guided Practice, Conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.

Fall 2011	PATTAN Staff, Higher Education Staff, Private providers	Paraprofessional, Administrative Staff	On-site Training with Guided Practice, Distance Learning, Video conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.
Spring 2012	PATTAN Staff, IU Staff, Higher Education Staff, Private providers	New Staff, Paraprofessional, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Video conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.
Fall 2012	PATTAN Staff, in house staff	Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Study Groups, video conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.
Spring 2013	Higher Education Staff, Private providers	Paraprofessional, Administrative Staff	Workshops with Joint Planning Periods, Conferences	Evidence of Results: 100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.

## Transition/Post School Outcomes

## Reflections

There are currently no reflections selected for this section.

## Base Line Data

One hundred percent of our seniors during the 2007-2008 school year completed the Pennsylvania Exit Survey. During the 2008-2009 school year, our transition coordinator followed up with this group of graduates to have them complete the Pennsylvania Post-School Outcome Survey. Eighty-three percent or five out of six graduates completed the survey.

On the Pennsylvania Exit Survey done in 2007-2008 school year, it was reported that 100% of the students' IEPs mentioned pursuing post-secondary education, competitive employment, and the expectation to be able to live independently. This data includes all six students graduating during this school year. On the Post-School Outcomes Survey done in 2008-2009, 60% of students were pursuing post-secondary education, 80% were competitively employed, and 100% are reported to be able to perform independent living activities (listed in the survey) on their own. This data includes only the 5 of 6 students who responded to the survey.

Data is not accurate due to not every student responding to the Post-School Outcomes survey.

There is no data for the 2008-2009 school year graduates because there is no PA Exit Survey provided. For the future, FASD will develop a post-graduate one- year-out survey for all students as part of our career education program.

## Personnel Development Activities

**Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2010	IU Staff, in-house staff	Parent, New Staff, Administrative Staff	Workshops with Joint Planning Periods, Conferences, Distance Learning, IU8 Transition Coordinators Council	Graduating students will move toward 70% successful transition outcomes by the end of 2010 - 2011 school year. Accurate data analysis depends on all students responding to the Post-School Outcomes Survey and/or to the annual district-generated survey

Spring 2012	PATTAN Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	<p>which will be implemented for the 2010-2011 school year.</p> <p>Graduating students will move toward 80% successful transition outcomes by the end of 2011 - 2012 school year. Accurate data analysis depends on all students responding to the Post-School Outcomes Survey and/or to the annual district-generated survey which will be implemented for the 2010-2011 school year.</p>
Fall 2012	PATTAN Staff, Higher Education Staff, Business partners, in house staff	Parent, Paraprofessional, Instructional Staff, Administrative Staff	Conferences, Study Groups, Data analysis days, webinars	<p>Graduating students will move toward 90% successful transition outcomes by the end of 2012- 2013 school year. Accurate data analysis depends on all students responding to the Post-School Outcomes Survey and/or to the annual district-generated survey which will be implemented for the 2010-2011 school year.</p>

## Behavior Support Services

### Reflections

There are currently no reflections selected for this section.

## Summarized School District Policy

Please see policy #216.2 Behavior Support Policy. This policy was revised 4-22-09, and was found acceptable by PDE during Special Education Audit.

### 216.2 BEHAVIOR SUPPORT POLICY FOR SPECIAL EDUCATION

The Ferndale Area School District believes in the use of positive behavior support. The policy is designed to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's Chapter 14 Regulations.

- A. Effective techniques to (1) modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), (2) teach socially appropriate alternative skills, and (3) reduce problem behavior will be employed. Positive side effects (positive techniques for the development, change, and maintenance of particular behaviors shall be attempted prior to the use of more intrusive or restraining measures) (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.
- B. The behavior support plan for a child with an IEP must be designed/ implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach to (1) modify contextual influences, (2) teach alternative skills, and (3) to reduce problem behavior is to be documented in the Behavior Improvement Plan. Evaluation procedures must also be present.
- C. Positive rather than negative measures shall form the basis of behavior support programs. The types of intervention chosen for a particular student or young child shall be the least intrusive necessary and shall be in accordance with Chapter 12. Aversive techniques, restraints or discipline procedures may not be used as substitute for an educational program, for the convenience of staff, or employed as punishment and may not be included in the IEP.
- D. The use of physical restraint when implemented as a protective procedure must be documented as a part of a child's crisis management plan in the child's Behavior Improvement Plan with his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP team shall review the current IEP for appropriateness and effectiveness. (Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective). The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.
- E. Teachers and staff utilizing physical restraint as a protective procedure will be certified in crisis intervention strategies. (Ferndale Area School District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure. These individuals shall be certified in crisis intervention strategies as per the policy of the Ferndale Area School District.)
- F. If the use of physical restraint is considered for use as a protective procedure as a part of the crisis management plan, the behavior improvement plan may be reviewed by a human rights review committee for positive effective techniques to assure the dignity and rights of the child are being considered.

G. The use of reduction oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program.

H. 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 included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents or legal guardian. Mechanical restraints shall prevent a student from injuring himself/herself or others, or promote normative body positioning and physical functioning.

These mechanical restraints are to be used only to control involuntary movement or lack of musculature control of students when due to organic causes and conditions.

I. The use of prone restraints (student or eligible young child is held face down on the floor) is prohibited.

J. The following aversive techniques of intervening with problem behavior are considered inappropriate and may not be used by Ferndale Area School District personnel agencies working within the school district programs, and school district personnel.

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.

K. The Ferndale Area School District in conjunction with the IEP team must obtain parental approval through the IEP process for all procedures identified within the child's individualized Behavior Improvement Plan as a part of the IEP.

L. Ferndale Area School District assure(s) that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in Pennsylvania's Chapter 14 and PDE Guidelines for Effective Behavior Support. Training will be updated as appropriate.

The Superintendent or designee is responsible for ensuring that (1) agreed upon behavior support plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.

The Superintendent or designee is responsible for programs that are solely operated by Ferndale Area School District.

Ferndale Area School District is responsible for ensuring that (1) agreed upon behavior improvement plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.

## **Personnel Development Activities**

## Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2010	PATTAN Staff, in-house staff, private providers, PDE consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, regular staff meetings for monitoring our schoolwide program	5% annual decrease in the number of suspensions of students with IEPs.
Spring 2012	IU Staff	New Staff, Paraprofessional, Instructional Staff	Workshops with Joint Planning Periods	5% annual decrease in the number of suspensions of students with IEPs.
Fall 2012	Higher Education Staff, In house staff, private providers	Paraprofessional, Instructional Staff, Administrative Staff	Conferences, Distance Learning, video conferences or webinars	5% annual decrease in the number of suspensions of students with IEPs.

## Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2011	IU Staff, private providers, PDE consultants, in-house staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, simulated practice	5% decrease in the number of students with IEPs who are suspended.
Spring 2012	PATTAN Staff	New Staff	On-site Training with Guided Practice, Distance Learning	5% decrease in the number of students with IEPs who are suspended.
Spring 2013	Higher Education Staff, Private providers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Conferences, Distance Learning, Video conferences, webinars	5% decrease in the number of students with IEPs who are suspended.

**Topic:**

There are currently no trainings entered for this topic.

## Interagency Collaboration (11 P.S. §875.304)

### Ensuring FAPE/Hard to Place Students

The Ferndale Area School District is not having difficulty ensuring FAPE and will continue to provide all special education students with a Free and Appropriate Public Education (FAPE). We have educated all staff and will continue to educate our staff on various strategies and techniques to deal with difficult behaviors. Ferndale Area School District utilizes various outside agencies to provide this instruction such as the IU08, PDE, Pressley Ridge, BSE, and PaTTAN. We provide a continuum of psychological counseling services provided by the district and outside agencies. Ferndale participates in the SAP (Student Assistance Program) at both the elementary and jr./sr. high school level which provides contacts with mental health providers. We provide a full continuum of placements and supplementary aids and services which will be implemented before an out of district placement is considered.

Ferndale Area School District has excellent communication and involvement with the various outside agencies in the community that are involved with our students when necessary. When required, an interagency meeting (CASSP) is held with all providers relevant to the student, included but not limited to Children and Youth, Juvenile Probation, IU08, ACRP, Pressley Ridge, Cambria Count MH/MR, and other private service providers to discuss the student’s current needs and the Least Restrictive Environment in which the students needs can be met. When students are placed in an alternate program, Ferndale Area School District stays involved with those students monitoring their progress in an effort to transition them back to Ferndale as soon as they are ready.

Ferndale Area School District is aware that we must identify students who may be at substantial risk of waiting more than 30 days for an appropriate educational placement. We will report these students as required to the “Intensive Interagency Coordination” system.

Expansion of services planned for the next three years include:

1. Professional development in the areas of of autism and emotional disturbance/students with difficult behaviors, and differentiated instruction training to support lower-cognitively-functioning students within our district.
2. Specialized training for paraprofessionals based on the needs of our students so students can be supported within the home school.
3. Continue to research and develop collaborative services with outside providers to be able to keep our students in the home schools while receiving FAPE.

### Program Profile

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Ferndale Area Elementary	E	GE	I	LS	5	9	13	0.40
	SD	Ferndale Area Elementary	E	GE	I	LS	9	11	0	0.20

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Ferndale Area Elementary	E	GE	I	LS	9	12	5	0.20
	SD	Ferndale Area Jr./Sr. High School	J	GE	I	LS	13	16	10	0.33
	SD	Ferndale Area Jr./Sr. High School	S	GE	I	LS	13	17	18	0.66
	SD	Ferndale Area Jr./Sr. High School	S	GE	I	LS	16	20	19	0.60
	SD	Ferndale Area School District	E	GE	I	SLS	5	12	46	0.80
	SD	Ferndale Area Elementary	E	GE	I	AS	5	9	3	0.35
	SD	Ferndale Area Jr./Sr. High School	JS	GE	I	ES	12	18	11	0.60
	SD	Ferndale Area Elementary	E	GE	I	ES	5	12	3	0.15
	IU	Ferndale Area Elementary	E	GE	I	DHIS	5	12	2	0.14
	IU	Ferndale Area School District	S	GE	I	BVIS	4	18	1	0.10
	SD	Ferndale Area Elementary	E	GE	S	LS	5	9	0	0.40
	SD	Ferndale Area Elementary	E	GE	S	LS	9	11	10	0.60
	SD	Ferndale Area Elementary	E	GE	S	LS	9	12	6	0.60
	SD	Ferndale Area Jr./Sr. High School	J	GE	S	LS	13	16	9	0.66
	SD	Ferndale Area Jr./Sr. High School	S	GE	S	LS	13	17	1	0.33
	SD	Ferndale Area Jr./Sr. High School	S	GE	S	LS	16	20	2	0.40

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Ferndale Area School District	JS	GE	I	SLS	13	18	5	0.20
	SD	Ferndale Area Jr./Sr. High School	JS	GE	I	AS	13	20	1	0.15
	SD	Ferndale Area Jr./Sr. High School	JS	GE	S	ES	13	18	4	0.40
	IU	Ferndale Area Jr./Sr. High School	JS	GE	I	DHIS	13	18	2	0.14
	SD	Ferndale Area Elementary	E	GE	I	AS	9	13	1	0.15

## Justification:

Deaf and Hearing Impaired and Vision support services are provided on an individual basis. While students are served in the age ranges listed above, their services are never rendered in the same educational environment.

Autistic support services are provided on an individual basis. While students are served in the age ranges listed above, their services are never rendered in the same educational environment.

The Emotional Support teachers provide services on an individual basis. While students are served in the age ranges listed above, their services are never rendered in the same educational environment.

The Speech and Language Therapist provides services on an individual basis. While students are served in the age ranges listed above, their services are never rendered in the same educational environment.

The Learning Support students attend classes by grade level only. While students are served in the age ranges listed above, their services are never rendered in the same educational environment.

## Support Staff (District)

### School District: Ferndale Area SD

ID	OPR Title	Location	FTE
-	SD Special Education Instructional Aide	Ferndale Area Elementary	1.00
-	SD Special Education Instructional Aide	Ferndale Area Elementary	1.00
-	SD Special Education Instructional Aide	Ferndale Area Elementary	1.00
-	SD Special Education Instructional Aide	Ferndale Area Jr./Sr. High School	1.00

-	SD	Special Education Instructional Aide	Ferndale Area Jr./Sr. High School	1.00
-	SD	Personal Care Aide	Westmont Hilltop High School	1.00
C	SD	Special Education Coordinator	Ferndale Area School District	0.70
N	SD	Special Education Instructional Aide	Ferndale Area Jr./Sr. High School	0.90
N	SD	School Psychologist	Ferndale Area School District	1.00

## Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
C	Camco Incorporated	Physical Therapy	3 Hours
-	Appalachia Intermediate Unit 8	School Social Worker	5 Hours
C	Camco Incorporated	Occupational Therapy	12 Hours

# **Assurance for the Operation of Special Education Services and Programs**

## **School Years: 2010 - 2013**

The Ferndale Area SD within Appalachia IU 8 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**