

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Special Education Plan** **Monday, July 02, 2007**

**Entity:** Ferndale Area SD  
**Address:** 100 Dartmouth Ave  
Johnstown, PA 15905-2305  
**Phone:** (814) 535-1507  
**Contact Name:** Christine Oldham

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Ferndale Area SD	Appalachia IU 8	Dr. Christine Oldham	2	849	149

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Edward A. Moran	Special Education Coordinator	814-535-6724	814-536-6506	EMoran@fasdk12.org

## 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. All students are included for Science, Social Studies 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. Inclusionary practices are also evident in the Jr./Sr. High School. Co-team teaching environments have been established in Science, Social Studies, English and Math. These teaching environments allow special education students to participate with their non-disabled peers in almost all educational situations. This can be substantiated by the high percentage of students (75.8%) outside of regular education classes less than 21% of the time. Further many high school learning support students attend the Greater Johnstown Career and Technology Center on a half-time basis. The learning support staff and the Technology Center staff have built a positive working relationship and collaborate on a regular basis. This collaboration is greatly enhanced because Ferndale Area employs a transition coordinator. This teacher meets regularly with the students at the Career and Technology Center to ensure the post secondary and workplace needs are fully met.

The K4-6 building employs a Family Support Program to help at-risk students. This program targets poorly performing students and provides adaptations and modifications to the curriculum that are viable alternatives to the multidisciplinary evaluation process. The Family Support Program also serves as the vehicle through which tier 2 and tier 3 interventions are put in place according to the Response to Intervention Framework. The 7-12 building uses the Academic Support Program to provide the same services to their students. Members of the special and regular education faculty, the guidance counselor and the building principal compose each team. There are also district-wide procedures in place to track and document student progress.

Finally, the extensive collaboration between the regular education teachers provides student centered instruction based upon individual need. The district supports this collaboration through on-going staff development, curriculum days and common planning time for teachers.

## Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	2.01%	3.20%	Yes	District numbers are lower than the state average. This can be attributed to our small total enrollment. Although current enrollment is low, the district is committed to meeting the needs of this population with this in mind, Ferndale Area assumed responsibility for its autistic students by hiring an itinerant autistic support teacher for the 2006-2007 school year.	The district will continue to monitor autistic support services. We will continue to collaborate with the Appalachia Intermediate Unit 8 and other agencies to ensure the district needs of this population are fully met.
Deaf-Blindness	0%	0%	No	Currently no students in this category attend Ferndale Area.	If the need arises, Ferndale Area would consult with the Appalachia Intermediate Unit 8 and PaTTAN.
Emotional Disturbance	8.05%	9.70%	Yes	District numbers are lower than the state average. This can be attributed to our small total enrollment. Although current enrollment is low, the district is committed to meeting the needs of this population with this in mind, Ferndale Area assumed responsibility for its Emotion Disturbance students by hiring an itinerant emotional support teacher for the 2006-2007 school year.	The district will continue its on-going child find efforts and will continue to monitor and implement services for this group of students. Continued collaboration with the Appalachia Intermediate Unit 8 and other agencies will ensure that the needs of these students are fully met.

Hearing Impairment including Deafness	0.67%	1.10%	No	The numbers are very similar. Any discrepancy can be attributed to our small total enrollment.	Ferndale Area will continue to collaborate with Appalachia Intermediate Unit 8. Currently, the Appalachia Intermediate Unit 8 provides services to this population. Increased services would be contracted, as needed, to provide additional services to qualifying students.
Mental Retardation	10.74%	9.40%	Yes	While our district numbers are higher than the state average, this discrepancy can be attributed to our small total enrollment. Currently, only 16 students district wide are identified in this category. Review of each student, shows that the identification process was appropriate and their individual needs are being met through district programs or contracted services.	The district will continue to monitor its current evaluation process. Also greater emphasis will be placed on fully implementing a Response to Intervention Framework in K4 to 12.
Multiple Disabilities	0%	1.10%	Yes	While district numbers are lower than the state average, this discrepancy can be attributed to our small total enrollment. Currently, only one student district wide is identified in this category.	Ferndale Area will continue to collaborate with Appalachia Intermediate Unit 8. Currently, the Appalachia Intermediate Unit 8 provides services would be contracted, as needed, to provide additional services to qualifying students.

Orthopedic Impairment	0%	0.30%	No	No significant discrepancy is apparent. The difference in this category can be attributed to our small total enrollment.	The district would contract for services and collaborate with the Appalachia Intermediate Unit 8 as needed.
Other Health Impairment	9.40%	4.40%	Yes	While district numbers are higher than the state average, this discrepancy can be attributed to our small total enrollment.	The district will continue to monitor its current evaluation process. Also greater emphasis will be placed on fully implementing a Response to Intervention Framework in K4-12.
Specific Learning Disability	48.32%	53.90%	Yes	While district numbers are lower than the state average, this discrepancy can be attributed to our small total enrollment. Also, intervention strategies, particularly at the elementary level, have reduced the number of referrals to MDE. This trend is also a factor in the lower number in this disability category.	The district will continue its on-going child find efforts and will continue to monitor and implement services for this group of students. Also, greater emphasis will be placed on fully implementing a Response to Intervention Framework in K4-12. It is our hope that this implementation will further reduce the number of children in this disability category.
Speech or Language Impairment	20.13%	16.00%	Yes	Analysis of the data shows that this number is elevated for two reasons. The first is our small total enrollment. The second is because we provide services to our four year old kindergarten students that qualify. Because K4 programs are not the norm in the state, providing services to this group would elevate district numbers as compared to those of the state.	No action is necessary at this time due to the nature of the discrepancy.

Traumatic Brain Injury	0%	0.30%	No	No significant discrepancy is apparent. The difference in this category can be attributed to our small total enrollment.	The district would contract for services and collaborate with the Appalachia Intermediate Unit 8 and other agencies as needed.
Visual Impairment including Blindness	0.67%	0.40%	No	No significant discrepancy is apparent. The difference in this category can be attributed to our small total enrollment.	The district will continue to monitor visually impaired services. We will continue to collaborate with the Appalachia Intermediate Unit 8 and other agencies to ensure the district needs of this population are fully met.

### Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0%	0%	No	This category is not disproportionate in comparison to the district's overall enrollment.	All areas of ethnicity will be monitored to ensure no discrepancies are forthcoming.
Asian/Pacific Islander	0.35%	0%	No	This category is not disproportionate in comparison to the district's overall enrollment.	All areas of ethnicity will be monitored to ensure no discrepancies are forthcoming.
Black (Non-Hispanic)	3.89%	3.36%	No	This category is not disproportionate in comparison to the district's overall enrollment.	All areas of ethnicity will be monitored to ensure no discrepancies are forthcoming.
Hispanic	0.94%	0%	No	This category is not disproportionate in comparison to the district's overall enrollment.	All areas of ethnicity will be monitored to ensure no discrepancies are forthcoming.
White (Non-Hispanic)	94.82%	96.64%	No	This category is not disproportionate in comparison to the district's overall enrollment.	All areas of ethnicity will be monitored to ensure no discrepancies are forthcoming.

### Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
91.80%	7.40%	88.89%	11.11%	Yes	This category is not disproportionate in comparison to the district's overall enrollment. Because enrollment at the Ferndale Area School District is low, a few students will make the percentage seem disproportionate when compared to districts with larger enrollment.	No action is necessary at this time.

### Facilities for Nonresidential Students

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

### Incarcerated Students Oversight

Prisoners are interviewed upon entering the County or State Correctional Facilities located in Cambria County by the receiving officer or counselor. For persons under 21, the information gathered includes the parents name and address, date of birth, last known address, last school attended, last grade completed, and any special education programs in which the inmate was enrolled. Then, the District is normally contacted about this student by the IU.

The District continues to cooperate with any Intermediate Unit or District in addressing the needs of incarcerated Ferndale Area students. We will supply the education providers with the latest IEP, participate in the IEP and/or CASSP meetings when practical, and address our financial responsibilities for these students.

### Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
None	Appalachia Intermediate Unit 8	0

### Personnel Development - PA NCLB Goal #1

<b>Topic</b>	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
<b>Baseline Data</b>	Data obtained from the 2005-2006 PSSA scores show that an average of 20.2 percent of special needs students scored proficient or advanced on the Reading PSSA and 26.2 percent scored proficient or advanced on the PSSA Math Assessment.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 Inservice days and other days throughout the school year as determined by district administration.	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	5% increase per each school year of this plan in students performing proficient or advanced on state and local assessments
2008-2009 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	5% increase per each school year of this plan in students performing proficient or advanced on state and local assessments

2009-2010 Inservice days and other days throughout the school year as determined by district administration.	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, individual Trainings as needed	5% increase per each school year of this plan in students performing proficient or advanced on state and local assessments
---	---	--	--	--

**Personnel Development - PA NCLB Goal #3**

<b>Topic</b>	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Currently, 100% of staff working with students who require assistive technology have been trained in its use.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 Inservice days and other days throughout the school year as determined by district administration.	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of Professional, Paraprofessional and Support Personnel will be trained in the use of assistive technology when working with a student that possesses need. This training will assure that student performance is maximized by creating an effective communication process. This process will allow students to communicate effectively across all areas at the educational process.
2008-2009 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of Professional, Paraprofessional and Support Personnel will be trained in the use of assistive technology when working with a student that possesses need. This training will assure that student performance is maximized by creating an effective communication process. This process will allow students to communicate effectively across all areas of the educational process.

2009-2010 Inservice days and other days throughout the school year as determined by district administration.	IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of Professional, Paraprofessional and Support Personnel will be trained in the use of assistive technology when working with a student that possesses need. This training will assure that student performance is maximized by creating an effective communication process. This process will allow students to communicate effectively across all areas at the educational process.
---	---	--	--	---

<b>Topic</b>	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Data organized through Evaluations, Re-evaluations, IEPs and IEP Team Meetings.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.

<p>2008-2009 Inservice days and other days throughout the school year as determined by district administration.</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors</p>	<p>Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed</p>	<p>100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.</p>
<p>2009-2010 Inservice days and other days throughout the school year as determined by district administration</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors</p>	<p>Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed</p>	<p>100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.</p>

<b>Topic</b>	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Data organized through Evaluations, Re-evaluations, IEPs and IEP Team Meetings.

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2007-2008 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.
2008-2009 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.

2009-2010 Inservice days and other days throughout the school year as determined by district administration.	PATTAN Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of the special education population will be receiving services as outlined in their IEP. Further, 100% of the professional staff and paraprofessional staff will be deemed highly qualified per Pennsylvania regulations. These highly trained professionals will maximize the potential of each student as measured by a 3% increase for each year of this plan in those special education students scoring proficient or advanced on state assessments.
---	---	--	--	--

<b>Topic</b>	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Review of Personnel files for proper certification Completion of Act 48 hours Attendance at required trainings HOUSSSE participation and completion

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 Inservice days and other days throughout the school year as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.
2008-2009 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	100% of the special education professional and paraprofessional staff will meet the highly qualified status. Attendance and completion of district trainings will be documented.

2009-2010 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	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.
--	---	--	--	---

#### Personnel Development - PA NCLB Goal #4

<b>Topic</b>	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others
<b>Baseline Data</b>	The district's current enrollment in emotional support programs is currently 8.05 percent which is lower than the state average of 9.70 percent. While this is a very small portion of our total enrollment, records show that 66 percent of this population have been referred for disciplinary action.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 Inservice days and other days throughout the school years as determined by district administration .	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2007-2008 5% reduction in discipline referrals for students requiring behavior supports.
2008-2009 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2008-2009 5% reduction in discipline referrals for students requiring behavior supports
2009-2010 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2009-2010 5% reduction in discipline referrals for students requiring behavior supports

## Personnel Development - PA NCLB Goal #5

<b>Topic</b>	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>Baseline Data</b>	Four year old kindergarten and newly entering five year old kindergarten students enter school age programming through transition meetings. Data from meetings is reviewed by teachers and administration to ensure appropriate transition. 100% special needs students are provided transition upon reaching the age of 14. These services target post graduation outcomes.

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2007-2008 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2007-2008 80% of all special needs students will make a successful transition to post secondary education, to work, or to adult life as shown by post graduation follow-up surveys.
2008-2009 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2008-2009 85% of all special needs students will make a successful transition to post secondary education, to work, or to adult life as shown by post graduation follow-up surveys.
2009-2010 Inservice days and other days throughout the school years as determined by district administration	PATTAN Staff, IU Staff, Higher Education Staff, Private Contractors	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual Trainings as needed	2009-2010 90% of all special needs students will make a successful transition to post secondary education, to work, or to adult life as shown by post graduation follow-up surveys.

## **Ensuring FAPE**

The Ferndale Area School District will continue to provide all special education students with FAPE. We have excellent communication and involvement with the various agencies in the community that are involved with our students. When required, an interagency meeting (CASSP) is held with all providers relevant the student, including but limited to Children/Youth, Juvenile Probation, IU08, or private service providers to discuss the student's presenting needs and the Least Restrictive Environment.

## **Hard-to-Place Students**

Interagency collaboration is a cornerstone to the Ferndale Area School District's Special Education Program as well as its regular education program. Collaboration of this type allows us to provide programming and services that meet the needs of the individual child. The Intermediate Unit 8 is the primary facilitator of the collaboration process. All available applicable programs offered by the IU8 are used to meet the needs of hard to place or severely disabled students. Consultation with other agencies such as Children and Youth Services, Juvenile Probation, Cambria County MHMR, Head Start and Early Intervention allow us to more fully understand each child and provide services that ensure Free and Appropriate Public Education.

## **Collaboration in Providing Services**

Utilization of all agencies involved with a particular student allow the Ferndale Area School District to provide appropriate services to all. To meet needs of individual children, it is vital that a full history and background is established. Other agencies involved with a student provide great insight into the needs and degree of disability that effect the individual. The sharing of information by various agencies assures that each area of need is addressed adequately and that duplication of services does not occur. Continuous communication with Children and Youth Services, Juvenile Probation, Cambria County MHMR, Head Start, Early Intervention, Nulton Diagnostic Center, ACRP and other service providers enables the Ferndale Area School District to fulfill its obligation of meeting the needs of all children regardless of their disability.

## **Improving Program Capacity**

The Ferndale Area School District uses the CASSP process to improve program capacity. The CASP process allows interagency collaboration to meet individual student needs. This type of collaboration allows Ferndale Area to provide programming that otherwise would be difficult to support and implement. The district also contracts with IU8 and other service providers to provide support services for low incidence cases. Both types of collaboration facilitate placement and implementation of services for extremely challenging cases.

## **Coordination of Available Funds/Resources Usage**

The Ferndale Area School District utilizes the services of the Intermediate Unit 08 to facilitate the utilization of available funds for health and human service needs for students with disabilities. The Ferndale Area School District accepts full financial responsibility for the services needed for each and every special education student. In addition to the traditional funding streams, including federal, state, and local dollars, the Ferndale Area School District is committed to augment these funds through competitive grant opportunities or opportunities that present themselves from the private sector.

## **Number of Students Billed to ACCESS**

Number of Students Billed to ACCESS 32

## 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 need.

## Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Nulton Partial Hospitalization Program	Other	Emotional Support	1
Northern Point	Other	Alternative Education	2
ACRP St. Michael's Brownstown	Other	Emotional Support	1
ACRP Zion School	Other	Therapeutic Classroom Emotional Support	1
Forest Hills Middle School	Neighboring School Districts	Life Skills	1
Greater Johnstown Career & Technology Center	Neighboring School Districts	Life Skills	1
Bloomfield Apts. (IU8 Program)	Other	Life Skills	2
Westmont Elementary	Neighboring School Districts	Life Skills	1
Westmont Middle School	Neighboring School Districts	Life Skills	1
Windber Area Elementary	Neighboring School Districts	Autistic Support	1
Northern Cambria	Neighboring School Districts	Life Skills	2
Southwood Schools	Neighboring School Districts	RTF	1

## LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
75.84%	18.12%	6.04%	0%	1. The data reflects that we are providing the least restrictive environment for all of our special education students. 2. Review of LRE data shows that there is a discrepancy between reported and actual Penn Data information. This is notable in the category of special education students in other settings.	1. The district plans to maintain/increase inclusionary practices in the elementary and junior/senior high school. 2. The district plans to review and revise its Penn Data submission protocol during the 2007-2008 school year. This project will be headed by the district special education coordinator under the direct supervision of the superintendent of schools.

## Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Ferndale Area Elementary	E	GE	R	LS	6	9	5	1.0
-	SD	Ferndale Area Elementary	E	GE	R	LS	9	11	5	1.0
-	SD	Ferndale Area Elementary	E	GE	R	LS	10	12	13	1.0
-	SD	Ferndale Area Jr./Sr. High School	J	GE	R	LS	12	15	17	1.0
-	SD	Ferndale Area Jr./Sr. High School	J	GE	R	LS	13	16	18	1.0
-	SD	Ferndale Area Jr./Sr. High School	S	GE	R	LS	16	20	13	1.0
-	SD	Ferndale Area School District	E	GE	I	SLS	5	15	39	1.0
-	SD	Ferndale Area School District	E	GE	I	AS	6	16	4	.50
-	SD	Ferndale Area	S	GE	R	LS	12	15	5	.25

		School District								
-	SD	Ferndale Area Jr./Sr. High School	S	GE	I	ES	12	18	11	.25
-	SD	Ferndale Area Elementary	E	GE	I	ES	6	12	15	.25
-	IU	Ferndale Area School District	S	GE	I	DHIS	4	18	4	.15
-	IU	Ferndale Area School District	S	GE	I	BVIS	4	18	1	.10

**Justification:** The Speech Pathologist provides speech services on an individual basis. 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 itinerant autistic support teacher travels between buildings and provides services as documented in school IEPs. The Junior/Senior High School Emotional Support teacher 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 Elementary School Emotional Support teacher 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.

### 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	Ferndale Area Jr./Sr. High School	1.00
-	SD	Special Education Coordinator	Ferndale Area School District	0.50

### Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Camco Incorporated	Physical and Occupational Therapy	8 Hours
-	Appalachia Intermediate Unit 8	School Social Worker	5 Hours
-	Conemaugh Township Area School District	School Psychologist	2 Days

## **ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS**

**School Years: 2007 - 2010**

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 plans will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§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 plan 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.**