
Pennsylvania Department of Education



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

Special Education Report
Monday, October 05, 2009
(Last Last Approved: Monday, June 15, 2009)

Entity: Bradford Area SD
Address: 150 Lorana Ave
Bradford, PA 16701-0375

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Bradford Area SD	Seneca Highlands IU 9	Sandra Romanowski	4	2795	355

District Special Education Contact:

Name	Title	Phone	Fax	Email
Katy Pude	Assistant Superintendent	814-362-3841	814-362-2552	kpude@bradfordareaschools.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Billie Jo Holzwarth	Community	Parent	Administration
Hatch Keith	Bradford Area School District	Board Member	Board
Julie Asp	Beacon Light Behavioral Health	Business Representative	Administration
Katharine Pude	Bradford Area School District	Administrator	Superintendent
Marianne Carrico	Bradford Area School District	Administrator	Administration
Pamela Morrison	Bradford Area School District	Secondary School Teacher	Teachers
Sarah Schreiber	Bradford Area School District	Ed Specialist - School Psychologist	Administration
Sarah Tingley	Bradford Area School District	Administrator	Administration
Stephanie McCormick	Bradford Area School District	Elementary School Teacher	Teachers
Susan Rea	Bradford Area School District	Special Education Representative	Teachers
Tina Slaven	Bradford Area School District	Administrator	Administration

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

Current Program Strengths and Highlights

The Bradford Area School District offers a wide-range of educational services for students with special needs. The majority of our special education students are provided with educational services within the district's four schools. Only a small number of students who present significant academic, behavioral, social, and/or emotional needs require intensive educational programming outside of the Bradford District.

During the 2008-2009 school year, the BASD implemented a pilot Response to Intervention (RtI) program. The program was implemented in the district's primary and intermediate elementary buildings. Intervention teams at each building have been trained to collect, analyze and use data to drive instruction and interventions. Reading and math benchmark data are collected and analyzed by teams of teachers to determine levels of student intervention. The staff utilizes a variety of data for decision making, including the following: PSSA data, DIBELS, local benchmark assessments, 4Sight data, common assessment results, Title I reading data, and report card scores. The Tier system put forth by PA State Board of Education is used as our model.

In order to provide students with disabilities instruction in the least restrictive environment, the district began implementing inclusionary and co-teaching practices at the 2nd, 3rd, and 4th grade levels during the 2005-06 school year. Since the original implementation date, the inclusion model has expanded to all grade levels. Expanded inclusionary and co-teaching practices expanded to the Fretz Middle School during the 2007-08 school year and then to Bradford Area High School during 2008-09. Inclusion and co-teaching have allowed more students to receive instruction in the regular education setting with supports and services.

Time After School for Kids or TASK is an alternative educational program made available for students with disabilities who are not successful in during the regular school day. The program is operational during evening hours at the Bradford Area High School. Regular education and special education teachers provide instruction and assistance. Guidance counselors are also on site for support and resources.

The district supports and utilizes assistive technology devices and programs to increase the opportunities for students to remain in the least restrictive environments. The district is a recipient of the Project 720 and Classrooms For the Future (CFF) grants which support technology in the classroom. The district also began utilizing the READ 180 program during the 2008-09 school year in 9th grade English courses. This program is designed to provide a multi-sensory approach to reading and is utilized within an inclusionary setting.

Based on a thorough review of disability identification procedures, the district has steadily decreased the number of student identified as mentally retarded over the past four years. The numbers have decreased from 26% in 2004-05 to 17% in 2008-09.

The BASD offers a wide variety of transition services to adult living. The district works closely with the IU#9 Secondary Transition staff and local agencies to coordinate appropriate action plans for students transitioning into adult life, post-secondary training, and/or work opportunities. The district contracts with outside agencies to coordinate a variety of transition activities, ranging from sheltered workshop activities to Lend-a-Hand volunteer opportunities to guided apprenticeships.

The Bradford Area High School is a comprehensive high school offering ten Career and Technical (CTE) programs. Opportunities for special education students to participate in CTE programs have expanded over the past two years due to staff teaming. Increased opportunities for students to work towards IEP goals in vocational-related settings, on and off school grounds, have created unique opportunities for our special education students. The district has contracted with

Beacon Light Behavioral Health Systems to hire a Special Populations Coordinator. This Counselor/Coordinator works individually with each Career and Technical (CTE) instructor to identify and individualize instruction for each special needs student in the CTE program. The Coordinator is a link between the CTE instructors and the regular education and special education staff. The Coordinator also provides informal counseling to students experiencing adjustment difficulties.

Due to a variety of transition services and alternative education programming, the district's exiting data continues to indicate improvement. The 2007-08 school year graduation rate for special education students was 91%. This was the fourth consecutive year of improvement and a 4% increase from the previous year.

The Bradford Area School District offers a strong professional development program for both professional and para-professionals staff. The district uses the PA ACCESS program to enhance the special education program in the areas of staff, training, supplies, and technology.

The district has a positive working relationship with outside agencies in the local area. The district also works closely with our local intermediate unit. The IU9 provides essential training and information to keep us abreast on current special education issues and topics. The IU9 also provides the district with hearing and vision support services, behavior specialist support, assistive technology consultation, autism consultation services, early intervention services, and transition services.

Identifying Students with Learning Disabilities

The Bradford Area School District continues to implement the Discrepancy Method for identification of a specific learning disability in all buildings. The multidisciplinary evaluation team must document the following:

1. Extent to which the student is not achieving relative to age or State grade -level standards.
2. Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade.

The district continues to explore full implementation of a Response to Intervention (RtI) method of identifying a specific learning disability at the primary and intermediate elementary schools.

Prior to consideration of a multi-disciplinary evaluation the following procedures are implemented as data-based documentation of repeated assessments and to assure the student has been exposed to appropriate, research-based instruction in reading, writing, and mathematics:

The district has created elementary reading benchmark assessments to serve as local norm-referenced measures. These reading assessments are administered to all students in Kindergarten through fifth grade three times a year. The district also administers math assessments to all students grade Kindergarten through fifth twice a year. Local norm-referred math assessments are currently in development. The DIBELS assessment is utilized in grades three through five. The 4Sight assessment and common content area assessments are administered four times a year in grades 3-8 and 11.

The elementary teams are collecting data and beginning to review, analyze, and discuss data in grade level team meetings and professional learning communities. The performance data includes any combination of the following: benchmark assessment data, PSSA data, school-wide Title I reading

assessments, DIBELS data, 4Sight data, report card scores, and common assessments. Based on team discussion and analysis of data, students are assigned into leveled intervention groups.

Intervention Level 1-students are considered slightly below grade level and are in the mildly at-risk range. Level 1 students begin to receive classroom-based intervention or supports based on their area(s) of delay.

Intervention Level-2 students are farther behind grade level benchmarks and have typically received previous classroom intervention and supports. Level 2 students are considered moderately at-risk and begin to receive supplemental and strategic interventions and support. The performance of Level 2 students is monitored at least twice per month. A thorough review of performance data is conducted every six to nine weeks.

Intervention Level 3-students are considered significantly below benchmarks and begin to receive intensive supports and interventions. Monitoring is conducted on a weekly basis. A thorough review of performance data is conducted every four to six weeks. If a student's rate of improvement and progress are not adequate within a given time frame. A student may be referred for an evaluation.

Parents are invited to participate in team meetings to discuss their child's performance and progress. The parent is also periodically provided with performance data.

Other factors considered:

1. Has the student received appropriate instruction in reading and math?
2. Comparison of the student's daily performance with his/her performance on state assessments.
3. Are research-based interventions implemented?
4. Have interventions been implemented with fidelity?
5. Does the student have limited English proficiency?
6. Does the student present behavioral problems/concerns that may be interfering with academic progress? If so, have or are the behavioral concerns being addressed?
7. Have intense interventions been implemented over a sufficient amount of time?

A parent may request an evaluation at any time. The school district will follow Chapter 14 guidelines when considering a parent request for evaluation.

Once it has been determined that a student's failure to make progress in the general education curriculum is not related to lack of high quality instruction, a parent permission to evaluate is issued. Data is collected and reviewed and cognitive, academic achievement, and other assessments are conducted according to the referral question and the student's individual needs. Analysis of assessment results determine whether a student displays strengths and weaknesses relative to their intellectual ability that represents a severe discrepancy between cognitive abilities and achievement as compared to the student's age and grade.

Further evaluation procedures include ruling out and/or considering the following: the student's difficulties are not the result of visual, hearing, or motor impairment, mental retardation, and/or emotional disturbance; the student's difficulties are not primarily the result of cultural factors or environmental factors, including economic disadvantage; medical factors applicable in the case; and the student's difficulties are not the result of limited English proficiency.

In addition to assessments, information from parent and teachers is gathered and an observation of the student in his/her learning environment is completed. The evaluation is conducted within the time lines required by State and Federal regulations.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

Exiting Statistics

During the 2006-07 school year the Bradford Area School District's Graduation Rate was 87%. Although BASD did not meet the 2006-07 SPP Target Graduation rate of 92.65%, it did exceed the PA State average rate of 84.48%. A review of district exiting data for the 2007-08 school year indicates an increase in graduation rate again for the fourth straight year. The 2007-08 school year graduation rate for special education students was 91%. A 4% increase from the previous year.

Over the past four years, the Bradford Area School District has researched and implemented a variety of proven strategies to increase graduation rate and prevent students from dropping out. The strategies include program implementation, use of prevention strategies, support services, curricular adjustments, and staff professional development. During that time district graduation rates, including statistics for students with disabilities, have improved dramatically.

The following indicate the school year and the graduation rate for student with disabilities:

2004-2005	71%
2005-2006	80%
2006-2007	87%
2007-2008	91%

Growth indicates an improvement of 20% in a four year span.

Although improvements have been made, the district's vision to be a standard of excellence by 2012 leaves work to be completed. Therefore the following lists includes strategies that are currently implemented, as well as plans that are being explored in order to continue the improvement in graduation rate:

1. A drop-out procedure, including exit interviews with the building principal and then the superintendent, has been established and implemented.
2. Inspection of graduation/drop-out data and research indicated 9th grade is a critical year. Changes at Bradford Area High School were implemented during the 2008-09 school year to

positively impact student performance during 9th grade and to ultimately increase the likelihood of graduation. An additional guidance counselor was hired to serve 9th grade students. This person worked closely with the middle school guidance department to ensure a smooth transition from 8th to 9th grade. The district has implemented a 9th grade academy or wing. A 9th grade teaching team, with a common planning time, was also established. The team holds regular meetings to discuss student performance, curriculum, and program strengths and weaknesses.

3. The Bradford Area High School is a comprehensive high school offering ten Career and Technical (CTE) programs. Opportunities for special education students to participate in CTE have expanded over the past two years due to staff teaming. Increased opportunities for students to work towards IEP goals in vocational-related settings on and off school grounds have created unique opportunities for our special education students.

4. Time After School for Kids or TASK is available for students with disabilities when considered appropriate. A special education teacher is present at the TASK program to provide individualized and small group instruction to students in need.

5. Changes in the Health and Physical Education curriculum were made based on student drop-out or exit interview statements. The district begun purchasing additional P.E. equipment which serves as an alternative for students that are not capable of the general education P.E. curricular activities. A co-teaching model in health classes at the high school was implemented at the beginning of the 2007-08 school year to better support students.

6. The Bradford Area School District is a part of Project 720 and Classrooms For The Future (CFF) grant source funding.

7. The READ 180 Program was implemented as a 9th grade Basic English course during the 2008-09 school year. This class is a co-teaching instructional model.

8. BASD continues to employ specialist in order to prevent student drop-out and ultimately increase graduation rate not only of special education students, but the entire student population: four Absentee Prevention Specialists, reading specialist at the high school level, Special Populations Coordinator to work with at-risk students and teaching staff to provide necessary support for individualized student achievement. All positions are grant funded.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
Sarah Read Children's Center	Millcreek Township	1
Pathways	Oil City School District	1
Abraxas Foundation	Abraxas Pittsburgh Abraxas Erie L.C.	2
Clear Brook Lodge	Northwest Area School District	1
SouthWood Psych	Chartiers Valley	1

Incarcerated Students Oversight

Through monitoring of the current PENN DATA system and collaboration with nearby school districts, we will identify any incarcerated student that requires special education services. We also work closely with the IU special education supervisor to ensure appropriate Child Find procedures are followed. If a student is located, the district will provide the appropriate due process procedures and provide FAPE when necessary. The McKean County Jail has an Annual Public Notice and it is followed in accordance to the law.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc's as of Dec 1
No facility within the Bradford Area School District	N/A	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Bradford Area School District takes great measures to ensure that all students with disabilities are educated with non-disabled students to the maximum extent possible. When the IEP Team meets to discuss a student's need for specially designed instruction and develop an IEP, it operates on the assumption that the regular education setting is the most appropriate until determined otherwise. Special classes, separate schooling, or other removal of students with disabilities from the general education setting occurs only when the nature or severity of the disability is such that education in the general education class setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. The IEP Team considers and discusses the four questions listed in the Educational Placement Section A of the IEP. Based on the discussion, the team then makes a determination as to the most appropriate educational placement.

In efforts to provide students with disabilities instruction in the least restrictive environment to the maximum extent possible, the district began implementing inclusion and co-teaching practices at the 2nd, 3rd, and 4th grade level during the 2005-2006 school year. Since the original implementation date, an inclusion and co-teaching model has expanded to all grade levels. Co-teaching practices were expanded to the Fretz Middle School during the 2007-08 school year and then to Bradford Area High School during 2008-09. Inclusion and co-teaching practices have allowed more students to receive instruction in the regular education setting with supports and services. Professional development opportunities are made available to all staff in the area of co-teaching and differentiation.

Grant funding has allowed for maximum support of inclusionary instructional models that focus on technology as a learning tool. The district also utilizes individual, small, or large group trainings from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the local intermediate unit. Behavioral and autism consultants from the IU9 assist school district teams in creating programming for students with significant behavioral needs and Autism Spectrum Disorder. An assistive technology (AT) coordinator from the IU9 also assesses students' technology needs to provide appropriate devices which allow the student to participate with their general education peers. The AT coordinator also provides assistance to district staff regarding AT devices. The PaTTAN short-term loan program is utilized for AT trials.

Supplementary Aids and Services

Service/Resource	Description
Collaborative	<p>Adults working together to support students: Team planning team. Professional learning communities and grade level team meetings. Co-teaching staff with common planning time. Co-teaching between regular education, special education, and para-professionals. Literacy coaches and guided support for team members in the implementation of supplementary aids and services. Peer assistance and partner learning. Team professional development opportunities.</p>
Instructional Support	<p>Development and delivery of instruction that addresses diverse learning needs: Modified curricular goals. Alternative grading systems. Changes instructional delivery or presentation. Use of multi-sensory learning activities. Use of assistive technology devices. Use of books on tape or computer literacy programs. Use of computer and/or other word processing devices, such as AlphaSmarts. Test modification. Use of alternative materials. Use of scribes and other notetaking assistance. Use of alternative and augmentative communication devices. Adaptations to the instructional pace. Extended time for tests and assignments. Modified and adapted assignments. Home/school communication journals or other forms of school-to-home communication.</p>
Physical Supports	<p>Adaptations and modifications to physical environment: Preferential or selective seating. Use of visual schedules. Sensory room at primary and intermediate elementary schools. Use of adaptive equipment. Adjustments to furniture arrangements. Adjustments to accommodate for sensory input. Use of structural aids, such as wheelchair accessibility. Addressing environmental needs, such as lighting and sound.</p>
Social and Behavioral Supports	<p>Supports and services to increase appropriate behavior and reduce disruptive and interfering behavior: Individual positive behavioral support plans. Small group social group sessions. Social skills instruction. Use of proactive and preventive behavioral and social strategies. Modifications to rules and expectations for behavior. Behavior charts. Token systems. Reinforcers and other reward systems. Counseling services. Use of School-Wide Behavior Support in intermediate elementary school. Group contingency plans. Use of Student Assistance Programs.</p>

LRE Data Analysis

Personnel Development Activities

Topic: During 2006-2007, BASD (40.3%) did not meet the SPP Target (49.7%) for special education students receiving instruction outside of the regular classroom <21% of the time. During 2007-2008 school year the percentage of students increased to 45% in this category. However, BASD continued to be below the SPP Target of 53%. December 1, 2008 data indicates BASD has exceeded the SPP Target of 55% with the percentage of special education students receiving special education inside the regular class 80% or more at 59.8%.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Middle School and High School regular education and special education staff require continued training for best practices in co-teaching instruction methods. All district staff requires continued training on integrating technology in the classroom. Summer 2009 Fall 2009 Spring 2010 Summer 2010 Fall 2010	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	The BASD will exceed the SPP Target, as well as the PA State average. 2009-2010: 62% 2010-2011: 64% 2011-2012: 66%

Topic: During 2006-2007 exceeded the SPP Target for students receiving instruction outside of the regular classroom >60% of the time. However, December 1, 2008 data indicates the district (13.1%) is slightly above the SPP Target of 10.8%. Examination of the data indicates an increase in emotional support and life skills programming operated by the district has increased the percentage in this category over the past two years.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
District staff continues to require training on differentiated instruction and inclusion best practice instruction.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Bradford Area School District will decrease the number of special education students receiving instruction outside of the regular education setting

Summer 2009				<40% of the time.
Fall 2009				2009-2010: 12%
Spring & Fall 2010				2010-2011: 10.5%
Spring 2011				2011-2012: 9.5%
Summer 2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	BASD will decrease percentage of students receiving instruction outside of the regular education setting <40% of the time to: 2009-2010: 12% 2010-2011: 10.5% 2011-2012: 9.5%
Fall 2010 (Positive Behavior Support-with emphasis on implementing PBS Plans in the regular education setting.)				

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Western PA School for the Deaf	Approved Private Schools	Hearing Impaired Support Services	3
Sarah Reed Children's Center	Approved Private Schools	Therapeutic Emotional Support	1
Coudersport Elementary School	Neighboring School Districts	Autistic Support	1
SouthWood Psych	Other	Mental Retardation/Behavioral Services	1
Pathways	Other	Behavioral Services/Alternative Education	1
Beacon Light Behavioral Health Systems	Other	Alternative Education, Learning Support, Autistic Support	22
Agora Cyber Charter School	Other	Learning Support	3
Cornell Abraxas Foundation	Other	Rehabilitation	2
Clear Brook Lodge	Other	Behavioral Services/Alternative Education	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities

Topic: Adequate Yearly Progress: BASD Special education students will meet SPP Targets, with emphasis on grades 6-8.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009 Spring & Fall 2010 Fall & Spring 2011 Keys to Literacy Training, Use of Math Coaches at all building (2009-2010 school year), Use of District Literacy Coaches at all buildings (on-going), Professional Learning Communities (weekly meetings at elementary schools, meetings twice a month at middle school, and monthly meetings at high school), LETRS Training for elementary staff.	PATTAN Staff, IU Staff, Higher Education Staff, District literacy and math coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Special Education students will achieve the following results district-wide: 2009-2010 Reading: 25% Advanced/Proficient 2010-2011 Reading: 30% Advanced/Proficient 2011-2012 Reading: 33% Advanced/Proficient 2009-2010 Math: 32% Advanced/Proficient 2010-2011 Math: 35% Advanced/Proficient 2011-2012 Math: 37% Advanced/Proficient

Topic: Proficiency-BASD special education students will meet SPP Targets using one of the recognized allowable methods through the use of a standards aligned curriculum K-12, integration of technology in the classroom, best practice instructional methods, utilizing data to drive instruction, and targeted instruction designed to meet individual student

needs. Training to achieve proficiency in Reading and Math will include professional and para-educators. Focus of professional development will include the following areas: enhancing thinking skills, summarization, vocabulary development, use of graphic organizers and others nonverbal/visual instructional tools, co-teaching, classroom management, preview/acceleration, direct instruction programs in reading and math, progress monitoring and use of data to drive instruction, standards and anchors-based instruction, instructional technology, as well as others deemed necessary and appropriate throughout this plan.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going throughout the 2009-2010, 2010-2011, & 2011-2012 school years.	PATTAN Staff, IU Staff, Higher Education Staff, District math and literacy coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	<p>Special Education students will achieve the following results district-wide:</p> <p>2009-2010 Reading: 25% Advanced/Proficient</p> <p>2010-2011 Reading: 30% Advanced/Proficient</p> <p>2011-2012 Reading: 33% Advanced/Proficient</p> <p>2009-2010 Math: 32% Advanced/Proficient</p> <p>2010-2011 Math: 35% Advanced/Proficient</p> <p>2011-2012 Math: 37% Advanced/Proficient</p>

Topic: BASD met SPP Targets for Participation.

There are currently no trainings entered for this topic.

Topic:

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Base Line Data

2007-2008 Math PSSA Data-IEP students

Elementary-42% of all students with an IEP at School Street Elementary scored at the Below Basic level. 33% scored at the Advanced or Proficient level.

3rd grade- 36% Advanced/Proficient

4th grade- 31% Advanced/Proficient

5th grade- 31.8% Advanced/Proficient

Middle-51% of all students with an IEP at Fretz Middle School scored at the Below Basic level. 22% scored at the Advanced or Proficient level.

6th grade- 15.8% Advanced/Proficient

7th grade- 39.1% Advanced/Proficient

8th grade- 10.8% Advanced/Proficient

High School-93.5% of 11th grade students with an IEP scored at the Below Basic level. No students scored at the Advanced or Proficient level.

11th grade- 0% Advanced/Proficient

2007-2008 Reading PSSA Data-IEP students

Elementary-52% of all students with an IEP at School Street Elementary scored at the Below Basic level. 17% scored at the Advanced or Proficient level.

3rd grade- 32% Advanced/Proficient

4th grade- 13.8% Advanced/Proficient

5th grade- 4.5% Advanced/Proficient

Middle-67% of all students with an IEP at Fretz Middle School scored at the Below Basic level. 16% scored at the Advanced or Proficient level.

6th grade- 21.1% Advanced/Proficient

7th grade- 17.4% Advanced/Proficient

8th grade- 11.1% Advanced/Proficient

High School-97% of 11th grade students with an IEP scored at the Below Basic level. 3%of students scored at the Advanced or Proficient level.

11th grade- 3.2% Advanced/Proficient

Personnel Development Activities

Topic: READING-BASD special education students will demonstrate increased educational results in reading that meet SPP Targets through the use of a standards aligned curriculum K-12, integration of technology in the classroom, best practice instructional methods, utilizing data to drive instruction, and targeted instruction designed to meet individual student needs. Training to increase achievement in Reading will include professional and para-educator staff. Focus of professional development will include the following areas: enhancing thinking skills, summarization, vocabulary development, use of graphic organizers and others nonverbal/visual instructional tools, preview/acceleration, differentiated instruction, co-teaching, classroom management, preview/acceleration, direct instruction programs in reading, progress monitoring and use of data to drive reading instruction, standards and anchors-based instruction, instructional technology, as well as others deemed necessary and appropriate throughout this plan.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009 (Keys to Literacy training)	Keys to Literacy trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	The number of middle and high school special education students scoring Advanced or Proficient on the reading PSSA will increase: 2009-2010: 10% increase in grades 6-8 & 11 2010-2011: 10% increase in grades 6-8 & 11 2011-2012: 10% increase in grades 6-8 & 11
Fall 2009	LETRS trainers	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Study Groups	The number of elementary special education students scoring Advanced or Proficient on the

<p>Ongoing throughout 2009-2010, 2010-2011, & 2011-2012 school year (Best practice instruction in reading, differentiated instruction, use of technology in the classroom)</p>	<p>District Literacy and Technology Coaches</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Study Groups, Distance Learning</p>	<p>reading PSSA will increase: 2009-2010: 10% increase in grades 3-5 2010-2011: 10% increase in grades 3-5 2011-2012: 10% increase in grades 3-5</p> <p>The number of special education students scoring Advanced or Proficient on the reading PSSA will increase: 2009-2010: 10% increase across all assessed grade levels 2010-2011: 10% increase across all assessed grade levels 2011-2012: 10% increase across all assessed grade levels</p>
<p>Fall 2009 Spring & Fall 2010 Spring and Fall 2012 (Using Reading Data to Drive Instruction, Co-Teaching Best Practice Instruction)</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff</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, Conferences, Study Groups, Distance Learning</p>	<p>The number of special education students scoring Advanced or Proficient on the reading PSSA will increase: 2009-2010: 10% increase across all assessed grade levels 2010-2011: 10% increase across all assessed grade levels 2011-2012: 10% increase across all assessed grade levels</p>

Topic: MATH-BASD special education students will demonstrate increased educational results in mathematics that meet SPP Targets through the use of a standards aligned curriculum K-12, integration of technology in the

classroom, best practice instructional methods, utilizing data to drive instruction, and targeted instruction designed to meet individual student needs. Training to increase achievement in Math will include professional and para-educator staff. Focus of professional development will include the following areas: enhancing thinking skills, vocabulary development, use of graphic organizers and others nonverbal/visual instructional tools, preview/acceleration, differentiated instruction, co-teaching, classroom management, preview/acceleration, direct instruction programs in math, progress monitoring and use of data to drive math instruction, relevance in learning focus, standards and anchors-based instruction, instructional technology, as well as others deemed necessary and appropriate throughout this plan.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall & Spring 2009 (Differentiated instruction and best practices in math instruction)	District Math Coaches	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Study Groups	Increase in the numbers of special education students scoring Advanced or Proficient on the math PSSA: 2009-2010: 5% increase grades 3-8 & 10% increase in grade 11 2010-2011: 5% increase grades 3-8 & 10% increase in grade 11 2011-2012: 5% increase grades 3-8 & 10% increase in grade 11
On-going throughout 2009-2010, 2010-2011 & 2011-2012 school year (differentiated instruction, use of technology in the classroom, co-teaching best practice training)	PATTAN Staff, IU Staff, Higher Education Staff, District Technology Coach	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Increase in the numbers of special education students scoring Advanced or Proficient on the math PSSA: 2009-2010: 5% increase grades 3-8 & 10% increase in grade 11 2010-2011: 5% increase grades 3-8 & 10% increase in grade 11 2011-2012: 5% increase grades 3-

Spring & Fall 2010 Summer 2010 & 2011 Spring 2011 (Using Math Data to Drive Instruction)	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	8 & 10% increase in grade 11 Increase in the numbers of special education students scoring Advanced or Proficient on the math PSSA: 2009-2010: 5% increase grades 3-8 & 10% increase in grade 11 2010-2011: 5% increase grades 3-8 & 10% increase in grade 11 2011-2012: 5% increase grades 3-8 & 10% increase in grade 11
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Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Base Line Data

All Bradford Area School District special education teachers are certified and during 2007-08 all teachers were highly qualified. The district currently employs 18 para-professional to services special education students. All para-professionals are complying with the training requirements put forth by the PA State Special Education Regulations.

There are currently 41 students identified on the Autism Spectrum within the Bradford Area School District. Thirty-one of the students have Individual Education Plans, three have Service Agreements, and three students attend autistic support programs outside of the district. The remaining students do not require specialized support services.

The district currently utilizes the IU9 for autism consultative services to support students and staff in the area of strategy consideration, implementation of programming, and transition services. Due to the rapidly expanding autism population in our district, administrative staff recognizes a need for reconsideration of services for autistic students. The district is in the development phase of implementing a district-level Autism Action Team. The team will consist of instructional staff and administrators with training in the field of autism. Each of the four school buildings will have a minimum of two team members. The team members will support teaching and paraprofessional staff with strategies and best practice instruction for student on the autism spectrum. The district will also continue to utilize the IU9 autism consultants on a need basis. Development of an autistic support program at the primary elementary school are in the planning phase.

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
Summer 2009, 2010 & 2011 On-going throughout 2009-2010, 2010-2011, & 2011-2012 school years in Autism initiatives, such as communication, social skill instruction, applied behavioral analysis, sensory integration, positive behavior support, co-teaching methodology, post-secondary transition, crisis management, assistive technology, etc.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	All staff working with students on the Autism Spectrum will be appropriately trained. Staff will be provided with appropriate support and resources. Social skill instruction will be provided regularly by special education teachers or speech/language therapists. Appropriate data collection methods will be utilized to track performance. Data will be utilized to make instructional decisions. Data will be provided to parents on a regular schedule, as determined by the IEP team. Inclusive opportunities will continue for students with Autism. A district Autism Action Team will be developed and trained. This team will serve as district and building level supports to teachers, parents, and para-

professionals.

Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHERS: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet student needs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2009, 2010, & 2011: Highly Qualified Paraeducator training and certification for new staff. Throughout the school years as necessary, offered ,and schedule permits.	PATTAN Staff, IU Staff, Higher Education Staff, District staff	Paraprofessional	On-site Training with Guided Practice, Conferences, Distance Learning	Paraeducators will be provided ongoing training and 100% of new hires during 2009-2011 will be required to meet state training requirements. By 2010 all para-professional staff will have completed at least 2 years of postsecondary study, possess an associate degree or higher, or meet a rigorous standard of quality as demonstrated through a State or local assessment. Para educators will also demonstrate completion of 20 hours of staff development related to their assignment yearly.
Summer 2009, 2010, 2011 (First Aid/CPR Training & Safe Crisis Management)	IU Staff, Providing Agency	Paraprofessional	On-site Training with Guided Practice	BASD will continue to offer training to paraeducator in Safe Crisis Management & First Aid/CPR.

Topic:

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Base Line Data

The following indicate the school year and the graduation rate for student with disabilities:

2004-2005 71%

2005-2006 80%

2006-2007 87%

2007-2008 91%

Growth indicates an improvement of 20% in a four year span.

Parent participation in secondary IEP meetings during the 2008-2009 school year: 87%.

The following post-secondary information was collected through a student's with disabilities graduation survey:

14 students entering the work force (43%)

2 students entering the military (6%)

5 students to attend a technical or trade school (15%)

4 students to attend a community college (12%)

8 students undecided (24%)

During the 2007-08 school year, 7 students with disabilities completed a certified program (2-Carpentry, 2-Diversified Occupation, 1-Drafting, and 2-Grounds and Building Maintenance). During the 2008-09 school year, 51 special education students were enrolled in a Career & Technical Program.

Lend-A-Hand Program- 7 students with disabilities participated in this community service program in which provides work opportunities for students in the local.

The Bradford Area School District also works closely with the IU9 Secondary Transition staff to coordinate an appropriate action plan for students transitioning into adult life, post-secondary training, and/or work opportunities. Informal transition activities and information gathering occurs during May of students' 8th grade year. Transition information is passed

onto the students' 9th grade special education teacher and guidance counselor for future transition activity planning. Formal transition meetings are held for all students with disabilities during the spring of the 9th grade year and again during the fall of the 12th grade year. The participants in these meetings include student, parents, special education teacher, IU9 transition coordinator, district LEA, and any necessary outside agency representatives, such as staff from the Office of Vocational Rehabilitation. The district contracts with outside agencies to coordinate a variety of transition activities, ranging from sheltered workshop activities to Lend-a-Hand opportunities to guided apprenticeships.

The Bradford Area School District works closely with the IU9 Early Intervention staff to coordinate a smooth transition from pre-school to school-age programming for all students with disabilities. Early Intervention and district staff and parents beginning transition planning in the February prior to the student entering school-age programming. Plans are developed to provide the student an appropriate program, whether an Individual Education Program necessary or not. Since the Bradford Area School District operates nine Pre-Kindergarten Programs at the district's primary elementary school, transition for some students receiving EI services is minimal due to the student's familiarity with the school building and staff. The Bradford Area School District also operates LINKS, a transitional Pre-Kindergarten Program. This program offers a unique instructional design for students that are not developmentally ready for Kindergarten and have no prior pre-school experience.

Personnel Development Activities

Topic: SECONDARY TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to work, to post-secondary education, and/or adult living.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2009 & 2010 (PACTA Conference) Fall 2009, 2010, & 2011 (Curriculum Integration Conference) Throughout the school year as offered and schedule permits.	PATTAN Staff, IU Staff, Higher Education Staff, District staff, Outside agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning,	BASD will increase the number of participates and the number of successful certification recipients by: 2009-2010: 5% 2010-2011: 5% 2011-2012: 5%
On-going throughout 2009-10, 2010-2011, & 2011-2012 school years.	District Literacy Coach	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Students with IEPs in grade 11 will demonstrate a 10% improvement each year of this plan on the reading PSSA.

On-going throughout 2009-2010, 2010-2011, and 2011-2012 school years:
Indicator 13 Training

PATTAN Staff, IU Staff
Parent, New Staff, Instructional Staff, Administrative Staff

On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning

100% of students with disabilities will successfully transition to work, to post-secondary education and/or to adult living following graduation. An annual student's with disabilities graduation survey will be conducted. Data will be utilized to better serve secondary students with disabilities in their transition to adult life following graduation. Secondary staff will continue to receiving training on student transition as required by Indicator 13. The district will continue to enhance the transition support services available to all students, including students with disabilities. A focus on students with Autism Spectrum Disorder and successful transition activities will be explored and implemented as appropriate and necessary.

Summer 2010: Parent Involvement in Successful Transition

PATTAN Staff, IU Staff, District Staff and Private Consultants
Parent, Instructional Staff, Administrative Staff

On-site Training with Guided Practice, Conferences

Increased parent involvement in secondary transition activities. Increased parent participation in secondary IEP meetings:
2009-2010: 90%

2010-2011: 93%
2011-2012: 96%

**Topic: EARLY INTERVENTION TO SCHOOL-AGE PROGRAMMING
TRANSITION: Differentiation, Inclusion, Co-teaching, and Multi-Sensory
Instructional Best Practice Training**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going throughout 2009-10, 2010-11, and 2011-12 school years.	PATTAN Staff, IU Staff, Higher Education Staff, District Literacy & Math Coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	All students with a disability entering school age programming will receive instruction as appropriate with the use of supplementary aids and services prior to considering more restrictive settings.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

Bradford Area School District No. 113.2 Behavior Support For Exceptional Children

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a program of behavior support. The behavior support plan will:

1. Be developed by the IEP team.
2. Be based on a functional assessment of behavior.
3. Become part of the student's IEP.
4. Focus on positive rather than negative measures.
5. Use interventions that are as least intrusive as necessary.
6. Only use techniques for which the staff has been adequately trained.

Goal of Behavior Support

- Produce long-lasting behavior change by teaching alternative skills and building supportive environments.

Intervention Levels

Level 1: Disciplinary Policy

- Standard district policies outlined in the student handbook.

Level 2: Classroom Behavior Strategies

- Activities and/or strategies directed towards the entire class and overall classroom management. Strategies put in place to respond to, but more importantly prevent problem behaviors.
- Strategies implemented may include: proactive classroom strategies, prosocial behavior, social problem-solving, affective strategies and communication, and use of assistive devices.

Level 3: Moderately Intrusive Behavior Support

- For those students whose behavior interferes with learning, however does not respond to typical classroom behavior support strategies (Level 2).
- Individual behavior support plans are developed based on a functional assessment of the student’s behavior (FBA) and effectiveness is reviewed accordingly based on IEP decision.

Level 4: Significantly Intrusive Behavior Support Techniques (Restrains)

- Interventions which are restrictive in nature (restraints or exclusionary time-out).
- Level 4 interventions must be based on evaluation team recommendations and determined to be necessary by the IEP team. Intervention must be written into a student’s IEP. Use of restraints may only be included in an IEP when: 1) used in conjunction with the teaching of replacement behavior, 2) staff is properly trained, and 3) there is a plan in place to eliminate the use of restraints through positive behavior support.
- All level 4 interventions must be agreed upon by the student’s parent/guardian prior to the use of highly restraining or intrusive procedures.
- NO Prone Restraints

When restraint is used to control aggressive behavior of an eligible student an IEP meeting shall be convened within 10 days of the incident to:

- Review the current IEP; amend if necessary.
- Determine whether a re-evaluation is necessary and whether the re-evaluation should include a Functional Behavior Assessment (FBA).
- Create new or revise an existing behavior support plan.

Other Considerations

1. List of prohibited adverse techniques forbidden by state regulations and standards.
2. Outlines procedures for behaviors that present a clear and present danger.

Personnel Development Activities

Topic: Positive Behavior Support: Students will be provided a safe and effective learning environment. The BASD elementary schools are operating a newly implemented school-wide behavior programs. Elementary staff continues to require maintenance and program improvement training. The middle and high school staff require initial training on this model. During the 2008-09 school year, there were 30 suspensions for special education students.

Anticipated Training	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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Dates

Summer 2009	PATTAN Staff, IU Staff,	Parent, New Staff, Paraprofessional,	On-site Training with Guided Practice,	Decrease in student
Fall 2009	Higher Education	Instructional Staff,	Workshops with Joint Planning Periods,	suspensions by:
Spring, Summer, & Fall 2010	Staff	Administrative Staff, Related Service Personnel	Conferences, Study Groups, Distance Learning	2009-2010: 5%
Spring 2011				2010-2011: 5%
				2011-2012: 5%

Topic: School-Based Behavioral Health-District staff will receive training on mental and behavioral health topics and appropriate interventions relevant to school achievement. During the 2008-09 school year, 18 (22% of total initial evaluations and full re-evaluations) students were referred for an emotional and/or behavioral special education evaluation (either initial referral or re-evaluation).

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2009, 2010, 2011 Throughout school year as schedule and availability permit.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning,	Improvement in student performance on district, local, and state assessment as a result of consistent school attendance and appropriate interventions for mental health and behavioral problems, as well as an overall decrease in the number of referrals for special education evaluations as a result of appropriate interventions being implemented prior to exploring the need for specially designed instruction: 2009-2010: 5% 2010-2011: 5% 2011-2012: 5%

Topic: De-escalation Techniques Training: During the 2008-09 school year the BASD conducted 47 manual restraints to prevent students from harming themselves or others. Over half of the restraints occurred at the intermediate elementary school.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2009, 2010, & 2011. Also during the school year if necessary.	Certified Safe Crisis Management Trainers	Instructional Staff, Administrative Staff	On-site Training with Guided Practice,	Decline in number of restraints: 2009-2010: 5% 2010-2011: 5% 2011-2012: 5% Maintain 100% of administrators and 100% of emotional support teachers and para-professionals trained in Safe Crisis Managements.
Summer 2009, October & November 2009	Safety Care Trainers	Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	Intermediate elementary administration and emotional support and paraprofessional staff members will be trained utilizing a new approach to student de-escalation. Decline in number of restraints: 2009-2010: 5% 2010-2011: 5% 2011-2012: 5%

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Bradford Area School District offers a wide range of support and services for students with special needs. Currently, the district is not experiencing difficulty ensuring FAPE for a particular disability category or categories. The district has a small number of students receiving special education services outside of the district.

The district, as well as the local Intermediate Unit, has recognized a need for Autistic Support services and classrooms to support a rapidly increasing population of student identified with Autism Spectrum Disorder. The local IU opened an elementary Autistic Support Program during

August 2008. Bradford Area School District currently utilizes this program for one district student. The district is in the process of developing a district-operated autistic support program at the primary elementary building.

The Bradford Area School District operates speech and language support, learning support, life skills support, and emotional support services in each of the district's four buildings. The middle school emotional support program is currently operated by IU9, however the district plans to transfer operation of the program to the district at the start of the 2009-2010 school year.

If a student presents social, emotional, behavioral, and educational needs that are beyond the district's direct support service scope, steps are taken to consider all available supports. The district has an excellent rapport and working relationship with all local agencies. The district also continues to utilize the local intermediate for consultation services, as well as programmatic services when necessary.

In the event that a student requiring an out-of-district placement, the school district serves as an active participant in the decision making process. If the student presents significant mental health needs that require an intensive treatment placement, the mental health agency and the district collaborate to determine appropriate actions steps and educational placement based on the needs of the student.

Local Continuum of Supports and Services

The Bradford Area School District is continually reevaluating the continuum of special education supports and services available to students with disabilities. Throughout the school year, administration staff examines the level of supports and services available to students. Based on students needs, appropriate decisions are made as to the program operations and need for elimination and/or expansion of services. Program creation is determined based on students' needs, least restrictive environment, availability and location of appropriate programming, as well as additional factors that may be relevant.

The district continues to utilize the local intermediate unit for consultation and programmatic support. The district also continues to participate in the IU9 school consortia.

The district utilizes Beacon Light Behavioral Health Systems-Alternative Education School setting for students with significant behavioral needs. The Beacon Light Emergency Shelter is also utilized when appropriate.

The Special Populations Coordinator is a contracted position through Beacon Light Behavioral Health Systems. The Coordinator works individually with each Career and Technical (CTE) instructor to identify and individualize instruction for each special population student in the CTE program. He is a link between the CTE instructors and the regular education and special education staff. The Coordinator also provides informal counseling to students experiencing adjustment difficulties.

The district continues to utilize the mental health systems and local agencies to provide therapeutic staff support, mobile therapy, and behavior consultation services within the school setting. The agencies and district staff work together to develop appropriate student treatment plans when behavior is impacting the student's education. The district also contracts with local agencies for school-based mental health and drug and alcohol counseling.

The district is fortunate to have a Juvenile Probation Officer at the middle and high school. The positions are contracted through local agencies and additional funding sources allow program staff to remain in place for a two- year projection.

The district contracts with Care For Children for Occupational and Physical Therapy services.

As part of our district-wide Attendance Initiative Program, the district maintains three Absentee Prevention Specialists serving grades PreK-12. The specialists work with targeted students to identify the reason for excessive absenteeism and then provides the necessary supports for the at-risk students and their family. These positions are contracted through local agencies with funding sources in place for a two-year projection.

The Bradford Area School District also staffs a Resource Officer for the middle and high school. This police officer/resource officer is employed by the Bradford City Police Department and contracted to work at district buildings. Funding sources also allow this support to remain in place for another two year projection.

The district has a well developed and fully functioning Student Assistance Program (SAP) at the middle and high school. The SAP team utilizes a referral system to include Mental Health/Mental Retardation Agency, Office of Children and Youth Services, and the Juvenile Probation Program. Funding sources are available to the district to provide current staff and SAP team members professional development related to the Student Assistance Program and initial training for new staff.

The Office of Vocational Rehabilitation is an active participant in the transition activities for student with disabilities in the 11th and 12th grade. Future Rehabilitation Facilities also provides job training and transition services (Choice Maker).

The Bradford Area School District continually seeks out the employment of highly qualified staff. The district maintains structured procedures to retain adequately trained staff and provide on-going professional development opportunities. Special and regular education staff are provided with the opportunities to expand their knowledge base and instructional skills in the areas of special education and students with disabilities.

Expansion of Continuum of Supports and Services

The Bradford Area School District is continually reevaluating the continuum of special education supports and services available to students with disabilities. Throughout the school year, administration staff examines the level of supports and services available to students within the local area, as well as surrounding communities. Based on student needs, appropriate decisions are made as to program operations and need for elimination and/or expansion of services. Program creation is determined based on student needs, least restrictive environment, availability and location of appropriate programming, as well as additional factors that may be relevant.

Due to an emphasis on professional development in the district, staff is afforded extensive training opportunities. Based on professional development needs, local, state, and national level professional development options are considered. District staff participates in on-site training, workshops, conferences, district-level staff collaboration, and distant learning opportunities. The district serves as a site for both PaTTAN video and teleconferencing.

The district continues to utilize the local intermediate unit for consultation and programmatic support. All district staff is offered the opportunity to participate in the local intermediate unit's

annual Summer Institute. The district also continues to participate in the IU9 school consortia. A variety of contracted services are available to students with special needs.

All of the processes, systems, and programs described above provide the Bradford Area School District the opportunity to offer district students with disabilities FAPE in the least restrictive environment with highly qualified instructions and support personnel.

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	GGB	E	GE	S	LSS	5	8	11	1
-	SD	School Street	E	GE	I	LS	8	10	5	1
-	SD	School Street	E	GE	S	LS	9	12	15	1
-	SD	School Street	E	GE	S	LS	10	12	10	1
-	SD	GGB	E	GE	S	LS	6	9	10	1
-	SD	Floyd C. Fretz	M	GE	S	LS	11	13	16	1
D	SD	Floyd C. Fretz	M	GE	S	LS	11	13	8	1
-	SD	Floyd C. Fretz	M	GE	S	LS	12	14	19	1
-	SD	Floyd C. Fretz	M	GE	S	LS	13	16	17	1
D	SD	Floyd C. Fretz	M	GE	S	LS	13	16	8	1
N	SD	Floyd C. Fretz	M	GE	S	ES	11	15	6	1
-	SD	High School	S	GE	FT	LSS	15	19	11	1
-	SD	High School	S	GE	S	ES	14	18	10	1
-	SD	High School	S	GE	S	LS	14	18	13	1
-	SD	High School	S	GE	S	LS	14	18	12	1
-	SD	High School	S	GE	S	LS	14	16	20	1
-	SD	High School	S	GE	S	LS	15	17	20	1
-	SD	High School	S	GE	I	LS	15	19	22	1
-	SD	High School	S	GE	I	LS	15	19	20	1
-	SD	School Street	E	GE	S	LSS	9	12	12	1
-	SD	Floyd C. Fretz	M	GE	S	LSS	12	15	9	1
-	SD	School Street	E	GE	FT	ES	9	12	7	1
-	SD	GGB	E	GE	I	SLS	5	8		1
-	SD	School Street	E	GE	I	SLS	9	12		1
-	SD	Elementary/Fretz/High School/NonPublic	S	GE	I	SLS	6	19		1
N	IU	High School/GGB Elem	S	GE	I	BVIS	5	21		1
D	IU	Coudersport Elementary	E	GE	FT	AS	6	8	4	1
D	IU	Fretz	M	GE	S	ES	11	15		1
N	IU	School Street	E	GE	I	DHIS	5	21		1

Justification: The BASD employs three itinerant speech and language therapist. None of the three therapist's caseloads exceeds the maximum number of students. One therapist services three school buildings and nonpublic schools in the local area, therefore the age range of students exceeds what is permissible. Students being provided with direct services are not grouped beyond the three or four year maximum age range.

Itinerant vision and hearing support is provided by IU9 staff. Age range is beyond what is permissible, however students being provided with direct services are not grouped beyond the three or four year maximum age range.

Support Staff (District)

School District: Bradford Area SD

ID	OPR Title	Location	FTE
- SD	School Psychologist	District wide	1.00
- SD	Special Education Main Secretary	District wide	1.00
- SD	Assistant Superintendent/Director of Special Education Services	District wide	1.00
- SD	ACCESS Secretary	Fretz Middle School	0.30
- SD	Para-professionals	All Schools within District	18.00
- SD	Special Education Building Secretary	George Blaisdell Elementary	0.75
- SD	Special Education Building Secretary	School Street Elementary	0.75
- SD	Special Education Building Secretary	Fretz Middle School	0.70
- SD	Special Education Building Secretary	High School	0.20
N SD	School Psychology Intern	Bradford Area School District	1

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
N	Alcohol & Drug Abuse Services	High School Absentee Prevention Specialist	2 Days
N	Alcohol & Drug Abuse Services	Elementary Absentee Prevention Specialist	5 Days
N	Beacon Light Behavioral Health Systems	Special Population Coordinator/Alternative Education Services	5 Days
-	Care for Children	Physical Therapy	3 Days
-	Care for Children	Occupational Therapy	5 Days
-	Futures Rehabilitation Services	Vocational Training/Choice Maker	3 Days
N	Private Consultant	Counseling/Behavioral Services	3 Days
-	The Guidance Center	Mental Health Services/Counseling	5 Days
N	McKean County Juvenile Probation Department	High School Juvenile Probation Officers	5 Days
N	McKean County Juvenile Probation Department	Middle School Juvenile Probation Officer	1 Days
N	Bradford City Police Department	Resource Officer	5 Days

Assurance for the Operation of Special Education Services and Programs

School Years: 2009 - 2012

The Bradford Area SD within Seneca Highlands IU 9 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