

Bradford Area SD

**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

150 Lorana Ave PO Box 375  
 Bradford, PA 16701  
 (814)362-3841  
 Superintendent: Katharine Pude  
 Director of Special Education: Jennifer Morgan

## Planning Committee

Name	Role
Samuel Johnson	Administrator : Professional Education Special Education
Katharine Pude	Administrator : Professional Education Special Education
Francine Forbes	Board Member : Professional Education Special Education
Heidi Blatchley	Building Principal : Professional Education Special Education
Kenneth Coffman	Building Principal : Professional Education Special Education
Nicholas LaBella	Building Principal : Special Education
David Ray	Building Principal : Professional Education Special Education
Tina Slaven	Building Principal : Professional Education Special Education
Kimberly Swanson	Building Principal : Professional Education Special Education
Sarah Tingley	Building Principal : Professional Education Special Education
Erin Waugaman	Building Principal : Professional Education Special Education
Lori Peace	Ed Specialist - Other : Special Education
Jason Blatchley	Ed Specialist - School Counselor : Professional Education Special Education
Rebecca DelPrince	Ed Specialist - School Psychologist : Special Education
Heather Morrison	Ed Specialist - School Psychologist : Professional Education Special Education

Laurie McGee	Elementary School Teacher - Regular Education : Special Education
Nicole Bost	Elementary School Teacher - Special Education : Professional Education Special Education
Dani Jo Stives	Elementary School Teacher - Special Education : Special Education
Erika Fries	High School Teacher - Regular Education : Special Education
Lori Ament	High School Teacher - Special Education : Special Education
Jennifer Barnes	High School Teacher - Special Education : Special Education
Ben Eberle	High School Teacher - Special Education : Special Education
Jessica Zastawa	Middle School Teacher - Regular Education : Special Education
Meghan Lama	Middle School Teacher - Special Education : Special Education
Anita Hubbard	Parent : Special Education
Donald Stitt	Parent : Special Education
Jennifer Morgan	Special Education Director/Specialist : Professional Education Special Education
Kelly Compton	Student Curriculum Director/Specialist : Professional Education Special Education
Ashley Carlson	Student Services Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 431

### *Identification Method*

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

The Bradford Area School District continues to implement the Discrepancy Model 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 his/her 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 Instruction and Intervention (RtII) process 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 and math benchmark assessments to serve as local norm-referenced measures. These reading and math assessments are administered to all students in Pre-K through second grade three times a year. As part of the benchmark assessment at the primary elementary building, The Fountas and Pinnell Benchmark Assessment System is used to measure reading comprehension, decoding and fluency. At the secondary elementary building grades 3 through 5, all students are administered the Benchmark Reading Assessment to determine their reading level three times per year (September, January, May). This assessment measures a student's reading accuracy, fluency, and comprehension. During the same months, all students are administered the Imagine Math benchmark assessment. This assessment measures a student's proficiency on grade level mathematical standards or skills/concepts. All grade levels administer common assessments for reading and math throughout the year that are aligned to the PA Core standards. In addition, the middle school, grades 6 through 8, administer the Classroom Diagnostic Tool (CDT) as a benchmark 2 times each year in the areas of math, science and ELA. Imagine Math Benchmarks are administered 3 times each year and learning target exams are given in all content areas 4 times each year. At the secondary level, grades 9 through 12, the science Classroom Diagnostic Tool (CDT) exam is administered to students preparing to take the Keystone Exam in Biology. District developed Benchmarks exams are administered three times a year for students

preparing to take the Algebra and Literature Keystone exams. Further, the Scholastic Reading Inventory (SRI) is administered to students in grades 6 through 12.

Elementary intervention teams collect the data to review, analyze, and discuss in grade level team meetings and professional learning communities. The performance data includes any combination of the following: locally-created benchmark assessment data, Fountas and Pinnell Benchmark Assessment data, PSSA data, school-wide Title I reading assessments, Math Fluency Probe data, Imagine Math Benchmark data, report card scores, and common assessment data. Based on team discussion and analysis of data, students are assigned into leveled intervention groups.

At the middle and secondary levels, data is collected and the grade level teams meet to review, analyze and discuss the data identifying struggling students. The performance data includes any combination of the following: PSSA data, SRI data, CDT data, Imagine Math Benchmark data, Keystone exam data, report card scores, and common assessment/learning target exam data. Based on team discussion and analysis of data, students begin to receive interventions.

Intervention Level-1: Students are considered slightly below benchmark targets or grade-level expectancy and are in the mildly at-risk range. Level 1 students begin to receive classroom-based interventions or supports based on their area(s) of need. Progress is monitored and reviewed every 15 school days.

Intervention Level-2: Students are performing below benchmark targets or grade-level expectancy and have typically received previous classroom interventions 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 nine weeks.

Intervention Level-3: Students are performing significantly below benchmark targets and begin to receive intensive supports and interventions. Monitoring is conducted on a weekly or bi-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. Benchmark data is collected and reviewed. Cognitive assessment, 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, intellectual disability, 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*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

No significant disproportionate representation by race/ethnicity and no significant disproportionate representation by disability category. In a review of the Bradford Area School District's (LEAs) most recent Special Education Data Report, the LEA met both SPP/APR Targets for Indicators 9 and 10.

There are enrollment difference by disability in the areas of:

Autism: LEA (8.9%) / State (11.0%)

**Emotional Disturbance: LEA (12.0%) / State (8.6%)**

**Intellectual Disability: LEA (10.8%) / State (6.4%)**

Other Health Impairment: LEA (8.9%) / State (15.7%)

Specific Learning Disability: LEA (32.0%) / State (40.9%)

**Speech or Language Impairment: LEA (23.1%) / State (14.5%)**

The Bradford Area School District (BASD) continually examines Child Find obligations, identification protocol and procedures, and dismissal/exit criteria. Within the Bradford Area School District is Cuter City Private School which is also affiliated with a residential treatment program through Beacon Light Behavioral Health Systems. As a result, BASD's enrollment for students with Emotional Disturbances has been observed to be consistently slightly above the state average. For students that are identified with an Intellectual Disability (ID), especially early-on in their educational career, the BASD exercises the practice of administering updated cognitive and adaptive testing for the bi-annual re-evaluation to ensure that the student continues to meet the identification criteria. In some

cases, a student no longer met the identification criteria and student disability category has changed from ID to Specific Learning Disability, for example. To address the higher than state enrollment in Speech or Language Impairment, the district and Speech and Language Pathologists have thoroughly examined their screening and exit procedures, as well as, developed a resource for building LEAs and teachers explaining age-appropriate language development. They have also identified and provided a resource to teachers that are in need of information regarding classroom accommodations for students with auditory processing deficits. BASD regularly reviews these enrollment discrepancies and continually discusses and implements methods to address this.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Bradford Area School District meets its obligation under Section 1306 of the Pennsylvania School Code as the host school district for the Children's Center for Treatment and Education/Beacon Light Behavioral Health Systems/Custer City Private School (CCPS). Bradford Area School District Administration meets to review the IEP of each non-resident student at Beacon Light Behavioral Health Systems to determine if it is appropriate for the student to attend Bradford Area Schools or CCPS until the student receives a diploma or completes the school term in which they turn 21.

For a non-resident student with a disability with an IEP or Service Agreement the Bradford Area School district considers the educational placement option to educate the student in the Bradford Area School District's public schools. If the Bradford Area School District and parents through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the Bradford Area School District is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means that the Bradford Area School District is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the Bradford Area School District is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

The Bradford Area School District sends a Notice of Admission and PDE-4605 Determination of Residence for all non-resident students at Custer City Private School.

Current barriers do not exist which limit the Bradford Area School District's ability to meet its obligations under Section 1306 of the Public-School Code.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Through close communication with our neighboring school district where the McKean County Jail is located and through monitoring of our current Student Information System (SIS) and PIMS systems, the Bradford Area School District (BASD) is able to identify an incarcerated student that would need special education services. The BASD will also work closely with the local Intermediate Unit (IU9) special education director to ensure appropriate Child Find procedures are followed. If a district student is incarcerated, the district will ensure the appropriate due process procedures, if necessary (psychological evaluation, evaluation report, individualized education plan, and NOREP). The Bradford Area School District provides FAPE for the incarcerated student by paying tuition to the host district. McKean County Jail is in the Smethport Area School District in Smethport, PA. Smethport Area School District is responsible for providing the education; they send the Bradford Area School District a PDE-4605 Determination of District of Residence with Acknowledgement. The McKean County Jail receives an Annual Public Notice and it is followed in accordance with the law.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Bradford Area School District (BASD) takes great measures to ensure that all students with disabilities are educated with non-disabled students to the maximum extent possible. The BASD commits to exploring the least restrictive environment (LRE) for each student. The IEP teams begin with the general education setting, with the use of Supplementary Aides and Services, before considering a more restrictive environment. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student to access the general education curriculum and other natural environments. 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 environment is the most appropriate placement until determined otherwise. Although, in a review of the Bradford Area School District 2017-2018 Special Education Data Report the district fell short in meeting the SSP Targets: SE inside regular education class 80% or more was 52.0% (SPP Target of 62.0%); SE inside regular education class less than 40% was



12.4% (SSP Target of 9.3%); and SE in other settings was 7.2% (SSP Target of 4.9%); it is the BASD's goal, while addressing each student's needs on an individual basis, to meet the SSP Targets all are areas. With BASD Emotional Disturbance (LEA 12.0% / State 8.6%), Intellectual Disability (LEA 10.8% / State 6.4%, and Speech or Language Impairment (LEA 23.1% / State 14.5%) enrollments all being higher than the state average, BASD has encountered a trend of an increasing number of students requiring more intensive supports in the school setting. Given the intense needs of our low incident populations, specially designed and intensive instruction is necessary to build foundational and functional living skills. Although, BASD did not meet the SSP target, in an analysis on each individual case, student needs are being addressed in the least restrictive environment. This analysis is on-going throughout the school year for the student.

The Least Restrictive Environment (LRE) for a student depends upon the IEP Team's determination of what is appropriate for the student based on the student's needs. 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 guiding 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 continues to implement inclusion and co-teaching practices district-wide grades Kindergarten through 12. Inclusion and co-teaching practices have allowed more students to receive instruction in the regular education setting with supports and services with high degrees of success. Professional development opportunities are made available to all staff in the area of co-teaching, differentiation, and targeted interventions.

BASD participation in initiatives such as; Project MAX, Project RENEW, and Include Me from the Start, has allowed for maximum support of inclusionary instructional models. The district also utilizes individual, small, or large group trainings from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the local intermediate unit (IU9). 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. The consideration of assistive technology for a student's access to the general education curriculum or to help make progress toward attaining their IEP goals is discussed at each IEP meeting. When it is determined that the Team needs more information or if they are uncertain if a student needs AT, or how AT may benefit the student, they may obtain consultation from the Seneca Highlands Intermediate Unit Nine Assistive Technology Trainer and Consultant (TaC). The district also works with a contracted behavioral analyst to provide consultation in behavior practices for specific programming and behavior needs for the low incident population. Additionally, the BASD consults with representatives from assistive technology companies to provide demonstration for our staff in determining student needs in order to meaningfully participate in their educational program.

Training and Consultation services include; AT assessment for curricular tasks, staff/parent/student training for implementing AT supports ranging from no/low, mid to high, consultation with PaTTAN Assistive Technology Consultants, AT resources accessible on the IU9 website, guidance for procurement of short-term loan of equipment via the PaTTAN Short Term Lending Library and Pennsylvania's Initiative on Assistive Technology (PIAT), training in the use of Bookshare.org (online resource for students with print disabilities), and training for educational websites/apps. Professional development for staff:

- Bookshare.org implementation - Whole Group Presentation or Individual (1-2 hour sessions)
- **Trainings:**
  - "Assistive Technology in the IEP and the Classroom"-Group Presentation/District Whole Group Presentation (1-2 hour sessions)
  - "No/Low Tech AT Strategies and Supports for the General Education Classroom"-Group Presentation/District Whole Group Presentation (1-2 hour sessions)

Ongoing professional development opportunities for staff include trainings in the areas of; Supplementary Aids and Services Toolkit, Co-teaching Strategies, Universal Design for Learning (UDL), Accommodations and Inclusive Practices, Creating Inclusive Environments, and Classroom Management Strategies. Consultations and additional trainings can be scheduled to meet any identified needs using IU9 TaC or PaTTAN Staff.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Bradford Area School District

No. 113.2 Behavior Support For Exceptional Children

A behavior support plan, in the context of the revised special education regulations and standards, is a special education service for eligible students whose behavior problem(s) interfere with learning. The regulations and standards indicate that positive approaches/interventions that are less intrusive than regular disciplinary options/procedures should be attempted in order to maintain and support the dignity of the individual.

Any eligible special education 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 shall:

1. Be developed by the IEP Team.
2. Be based on a functional behavior assessment.

3. Become part of the eligible young child's or student's IEP.
4. Focus on positive rather than negative measures.
5. Use interventions that are the least intrusive necessary.
6. Not substitute aversive techniques, restraints or discipline for the systematic application of behavior change techniques.
7. Only use techniques for which the staff has been adequately trained.

#### SECTION 1. INTERVENTION LEVELS

The Bradford Area School District's Behavior Support Plan for exceptional students consists of four (4) levels, based upon best practices and current professional research. The four (4) levels of intervention are:

##### Level I: Disciplinary Policy

The district has a Board approved student handbook which specifies the student discipline policy. This policy should be reviewed whenever interventions are considered. Special Education Standards and Regulations must be considered along with the current case law. Student handbooks are distributed to each student at the beginning of each school year and are also available in electronic version on the Bradford Area School District webpage.

##### Level II: Classroom Behavior Support Strategies

These activities are directed toward total classroom management. Success involves not only responding when problems occur, but also preventing problems by creating environments conducive to learning.

Proactive classroom management requires the planning of procedures and rules, presenting and implementing these expectations, and maintaining the process throughout the year. Through the use of preventative interventions, students are taught appropriate social and academic behaviors.

Proactive classroom support encompasses the implementation effective teaching practices which may include but are not limited to; creating an active learning environment, focusing attention, connecting knowledge, providing timely feedback, balancing high expectations with student support, enhance motivation to learn, encourage interaction and communication, and assist students in productively managing their time.

Strategies emphasized also include:

##### *Proactive Classroom Support –*

- Frequent Monitoring
- Clear Rules and Procedures
- Effective Classroom Schedules
- Use of Appropriate Activities/Materials
- Social Praise
- Environmental Cues

- Curriculum Adaptations
- Direct Instruction
- Task Analysis
- Instruction in Self-Monitoring

*Prosocial Behavior –*

- Systematic Reinforcement
- Modeling Prosocial Behavior
- Verbal Instruction
- Role Playing
- Cueing

*Social Problem-Solving –*

- Discussions of Real Life Dilemmas
- Role Playing
- Student Participation in Decision-Making
- Activities
- Alternative Thinking
- Social Skills Instruction

*Affective Strategies and Communication –*

- Active Listening
- Communication Skills Training

*Use of Assistive Devices –*

- Allow students to express themselves through augmentative devices
- Functional Communication Training

**Level III: Moderately Intrusive Behavior Support**

The primary goal of effective behavior support or behavior support is to produce long-lasting behavior change by teaching alternative skills and building supportive environments. Some student(s) whose behavior interfere(s) with learning may respond well to typical classroom behavior support strategies. However, other students may require more intensive behavior

management or behavior support. The Pennsylvania Department of Education's Guidelines for Effective Behavior Support (1995) provide a framework for designing and implementing effective behavior support for students whose behavior interferes with learning and who do not respond satisfactorily to typical behavior support strategies outlined in Level II.

Effective behavior support is based upon four (4) main assumptions:

1. Challenging behaviors serve as a function for the students.
2. Challenging behaviors are context related.
3. Effective interventions are based on a thorough understanding of the problem behavior.
4. Behavior support plans should be guided by two (2) values: all students with disabilities should be treated with the same dignity and respect as their peers without disabilities; and all students with disabilities have the right to be included in integrated activities.

This behavior support policy will not attempt to list the individual procedures that may be appropriate for specific problems. Given the diverse characteristics of students and the learning environment, the same behavior intervention may be effective for one student and not the other student that exhibits the same behavioral difficulty. Additionally, the goal of effective behavior support is not to develop a listing of behavioral techniques, which should be uniformly supplied to all students, but rather to develop a comprehensive set of interventions that meets the unique needs of specific individuals and result in long-lasting behavioral change.

The following guidelines should be followed when creating and implementing behavioral supports:

*Step 1: Conduct a Functional Assessment of the Behavior –*

During the functional assessment the team, which includes the school psychologist as a key member of the team, should strive to understand the student and the nature of the student's problem behavior(s) in relation to the student's environment. Three (3) outcomes should be accomplished:

1. Predict the times and circumstances under which the behavior is likely to occur.
2. Identify the purpose of the behavior.
3. Identify the student variables and lifestyle factors that may influence the behavior(s).

During the functional assessment, teams should gather broad, then specific information about the student, behavior(s) and the environment. Initially, the behavior must be operationally defined and the social significance for changing the behavior should be specified. The team should use interviews, rating scales, team discussions and review student records to gather broad information. Specific information should be gathered through the Functional Behavioral Assessment. The information gathering process should lead to the identification of the events surrounding the behavior's occurrence.

*Step 2: Develop Hypothesis Statements –*

After the functional assessment is completed, the team should summarize and synthesize all of the information in order to develop hypothesis statements about the problem behavior(s). Specific and hypothesis statements should be generated. A specific hypothesis statement should describe antecedent or setting events, identify the problem behavior(s) and describe the behavior(s)

function(s). A hypothesis statement should identify student variable and lifestyle variables that may contribute to the problem behavior(s). Hypotheses lead to modifications that could be made for long-term prevention, while specific hypotheses lead to antecedent/setting events that could be modified and alternative skills that could be taught.

*Step 3: Design an Effective Behavioral Support Plan –*

Behavior support plans contain:

1. A description of the problem behavior(s) and why they are important to change.
2. Hypotheses regarding the problem behavior(s).
3. Intervention strategies.
4. Support for team members.
5. Evaluation procedures.

Intervention strategies are directly linked to the hypotheses and fall into four (4) main areas:

1. Antecedent/Setting event strategies
2. Alternative skills training
3. Consequence strategies
4. Long-term prevention

When designating and implementing behavioral support plans, the team should remember that each plan is highly individualized and may vary over time. Not every child will require the same number and intensity of interventions across the four categories. Likewise, as the child develops more skills, s/he may not require interventions in one or more of the four categories.

*Step 4: Evaluate Effectiveness –*

When evaluating the effectiveness of the support plan, teams should answer three (3) key questions:

1. Was there a reduction in the problem behavior(s)?
2. Was there an increase in alternative skills?
3. Did meaningful outcomes result for the student?

Effectiveness of the support plan should be documented in a number of ways, including recording and graphing frequency of the problem behavior(s) and/or alternative skills, recording the students' activities, using progress notes, noting changes in grades, and summarizing behavioral and/or academic reports.

*Step 5: Modify the Support Plan as Needed –*

After evaluating the support plan's effectiveness, teams should identify whether further assessment is needed, whether they should modify specific components, or whether or not the plan should address new goals. The behavior support plan is meant to be an evolving or ongoing document. As part of the IEP, the behavior support plan should be reviewed at least annually or more often

depending upon the student's needs.

Strategies emphasized may include:

- Prompting/Cueing
- Redirection
- Time-out Within the Classroom
- Behavior Contracting
- Scheduled/Unscheduled Reinforcement
- Use of Logical Consequences
- Environmental Restructuring
- Manipulation of Antecedents
- Consequences
- Self-Monitoring
- Emphasis on Generalization
- Maintenance of Skills
- Classroom Meetings
- Social Problem-Solving
- Time-Out
- Modeling and Rehearsal
- Coaching
- Self-Instruction

#### Level IV: Significantly Intrusive Behavior Support Techniques

These interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than any Level I, II, or III interventions.

The interventions for Level IV may include the following:

1. Physical Restraint – physical containment of a student by direct contact. Physical restraints to control acute or episodic behavior may be used only when the student is acting in a manner that portrays clear and present danger to self, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
2. Mechanical Restraint – mechanical restraints, which are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions, may be

employed only when specified in the IEP agreed upon by the parents/guardians (see Procedures for Developing Level IV Interventions). Mechanical restraints shall prevent a student from injuring him/herself or others or shall promote normative body positioning and physical functioning.

3. Exclusionary Time-Out – used to extinguish external stimuli so the student may regain emotional composure.

### Restraints

The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body.

The use of restraints is considered a measure of last resort, only to be used after less restrictive measures, including de-escalation techniques.

Does not include briefly holding, without force, a student in order to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another. Also includes:

1. Hand-over-hand assistance with feeding or task completion.
2. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment (agreed upon parents/guardians and LEA and documented in student's IEP).
3. Mechanical restraints, such as devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

### Procedures for Developing and Implementing Level IV Interventions

- a. These interventions must be specifically based on a Multidisciplinary Team's recommendation to the IEP Team. The MDT must offer a compelling argument that presents:
  - a. Less restrictive measures were unsuccessful.
  - b. Behavior is dangerous for self or others.
  - c. Alternative placement has been ruled out.
  - d. The program is therapeutically justified.

Note: A qualified medical professional must be a member of the MDT for mechanical reasons.

- b. The IEP Team must be convened to specifically discuss a Level IV intervention as recommended by the MDT. The IEP Team should ascertain the use of restraints and conclude that they are not:
  - c. Employed as punishment.
  - d. For the convenience of staff.



- e. A substitute for an educational program.
- f. All Level IV interventions must be agreed to by the student's parents/guardians prior to the use of highly restraining or intrusive procedures.

## SECTION 2: OTHER CONSIDERATIONS

### Prohibitive Adverse Techniques (Forbidden by State Regulations and Standards)

The following adverse techniques of handling behavior are considered inappropriate and may not be used by agencies in education programs:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit
4. Noxious substances
5. Deprivation of basic human rights, such as withholding meals, water or air
6. Serial suspensions
7. Treatment of a demeaning nature
8. Electric shock
9. Methods implemented by untrained personnel
10. Methods which have not been outlined in the agency's plan
11. Prone restraint

### Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parent/Guardian contact to immediately remove the student from school
2. Notifying the police
3. Notifying mental health
4. Calling emergency services and ambulance
5. Safe Crisis Management Intervention by trained staff which may include Level IV techniques

If a student's behavior is considered to be life threatening in nature, the classroom teacher will immediately take appropriate action to protect all individuals involved, followed by documentation after the incident. The use of restraints to control aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent/guardian of the use of

restraints and will result in a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the student's IEP will be reviewed and the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

School-wide Positive Behavior Support Programs exist at each of the 4 district buildings for students and staff to promote positive behaviors and improve the school climate. Administration, teachers, school guidance counselors, and staff continue to develop positive approaches to working with others to establish positive interactions between each person to eliminate bullying behavior. Reinforcements are implemented for those achieving the desired behavior. The school counselors at the primary and intermediate elementary levels teach lessons whole group, small group or one-on-one to teach awareness and promote pro-social behaviors. The school counselors at the middle and secondary levels in addition to the above, are also able to meet with students in small group or one-on-one to conduct mediation for peer conflicts to help students solve problems and address issues in an appropriate manner. The primary and secondary elementary buildings implemented the Leader in Me (LIM) program and the middle school is rolling-out pieces of the Leader in Me program to improve school climate. The LIM framework provides a unique approach to integrating highly effective practices throughout a school's culture by teaching leadership to every student, creating a culture of student empowerment, and aligning systems to drive results in academics. The elementary level program establishes a whole-child mindset with a belief that every child has genius and every student has the potential to become a leader. The middle school level program creates an environment of social -emotional learning that helps every student build confidence and discover their true potential. There are Leader in Me Teams across the district. All 4 district buildings participate in the Social Emotional Learning Survey. The district Superintendent conducts regular meeting with student focus groups.

The crisis intervention system used by BASD is SCM, Safe Crisis Management from JKM Training based in Carlisle, PA. The district has 2 certified instructors on staff. Staff participating in any Emergency Safety Physical Interventions (ESPIs) completes the initial SCM training course. This course is a minimum of 18 hours and is taught by one of the certified instructors. This course consists of various components; prevention, verbal intervention/de-escalation, theory of aggressive behavior, and lastly the physical intervention skills. In order to be certified, the participants must demonstrate proficiency on both written test and a physical skills test with a score of 80% or higher. Specific administrators, teachers, guidance counselors, and paraprofessional staff are trained in relation to their work assignment and the population of students that are scheduled with them that may require an intervention of this sort. All trained and certified staff also participates in re-certification trainings. Staff must complete a minimum of 12 hours per year of on-going training to review and practice components of SCM to stay current with skills. This training consists of reviews of both the written materials and physical skills. Staff must again demonstrate proficiency of 80% or higher on both the written test and skills test to maintain their certification. A monthly training schedule is established for certified staff to attend in order to maintain their training and certification. Trained staff must attend these sessions to complete the require 12 hours of training to remain certified.

The Student Assistance Program (SAP) is implemented throughout the district. Students are referred to and participate in mental health and/or drug and alcohol counseling. Mental Health and Drug and Alcohol counseling services are available to district students at school during the school day. These contracted services are provided by a local Mental Health Agency. Also, two local Mental Health Agencies provide Therapeutic Support Staff (TSS) for children in need of those services. TSS work with the school district to implement these supports in the school setting. School-Based Mental Health Teams are established at the primary and secondary elementary buildings, as well as, at the middle school. These teams work with students, staff, and families to establish the needed mental health supports in school for a student to improve learning and general well-being. The BASD also conducts trainings for students and staff in regards to suicide awareness and education on identifying and addressing bullying.

The BASD recognizes that the continued implementation of behavior supports and on-going examination of student needs assist students in successful inclusionary experiences. BASD participates in PaTTAN initiatives such as; Project RENEW, Include Me from the Start, Project AACHIEVE, and continues to carry out the district mission from Project MAX. The BASD's School Social Worker and School Psychologists are also, as part of their education, specially trained to provide services to students 1:1 or small group to promote prosocial behavior and success in school. The district employs 2 School Psychologist that in addition to their evaluation responsibilities, they conduct Small Group Counseling. These groups help to support the social and emotional development of students, which has a positive influence on academic development and success. Each group meets on a weekly basis for 4 to 6 weeks. Each meeting is 30 minutes in length and take place during the school day. During group meetings, children have the opportunities to learn new skills and behaviors through discussion of ideas, feelings, behaviors, attitudes, and opinions. The children participate in a variety of activities relating to the group topic (externalizing behavior, internalizing behaviors and/or social skills). These activities include drawing, role-playing, relaxation exercises, and practicing new behaviors.

The students are referred through a teacher referral that identify a concern or problem observed within the school environment. Permission is obtained from the students' parent/guardian. These groups have been provided at both elementary schools within the Bradford Area School District (grades Kindergarten through fifth). Follow-ups are made with the students' teachers.

The school psychologists have also presented on bullying to both the middle school and high school (grades 6th through 12th) students. These presentations discussed the prevalence of bullying in the schools and how defined the differences between "bullying" and whether or not an incident was truly bullying or if the incident was a "conflict", someone being "rude" or "mean." These presentations were completed with the staff at their respective buildings prior to the student assemblies.

The BASD School Social Worker delivered the QPR Gatekeeper Training to staff at Floyd C. Fretz Middle School and Bradford Area High School during a teacher in-service day. The School Social Worker additionally delivered a Suicide Awareness Training to students (and staff) at the Floyd C. Fretz Middle School and Bradford Area High School.

Trainings in the area of behavior and positive supports are provided by consultants at the local Intermediate Unit (IU9) and PaTTAN.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

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 has recognized a need for Autistic Support services and classrooms to support a rapidly increasing population of student identified with Autism Spectrum Disorder or other school-age diagnosis and benefitting from ABA techniques and the Verbal Behavior program delivered in the Autistic Support setting. The district currently implements the Verbal Behavior Project at the primary elementary building, intermediate elementary building, the middle school level building, and at the high school level building to address the communication development and behavior modification needs of our students identified with Autism Spectrum Disorder or other school-age diagnosis in need of ABA techniques and the Verbal Behavior Program.

The Bradford Area School District operates speech and language support, learning support, autistic support, emotional support, and life skills support, in each of the district's four buildings.

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 unit 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. Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates mental health services for children and adolescents. The team consists of Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services, Beacon Light Behavioral Health Systems, Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate school districts. BASD coordinates with the local CASSP team members and has outlined an appropriate referral process with the county mental health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provide current information for the CASSP team to recommend appropriate program services and supports.

The district continues to utilize the local intermediate unit for consultation and programmatic support. BASD current hearing, orientation and mobility, vision and some occupational therapy supports are provided through IU9 specialized personnel. The district also continues to participate in the IU9 school consortia.

The district utilizes the Custer City Private School through Beacon Light Behavioral Health Systems-Alternative Education School setting which provides full-time special education programs and services for students with significant behavioral and/or educational needs. The Beacon Light Behavioral Health Systems STAR program is also utilized when appropriate. STAR is a Short-Term Adolescent Recovery therapeutic residential program intended to provide direct support to individuals who are experiencing or who are at risk of an exacerbation of the symptoms of their mental health illness.

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. School-Based Mental Health Teams are established at the primary elementary, secondary elementary, and middle school buildings. The district is fortunate to have Juvenile Probation Officers at the middle and high school buildings. The positions are contracted through local agencies.

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

The Bradford Area School District also staffs 3 School Resource Officers. These Resource Officers are employed by the Bradford City Police Department and contracted to work at the district buildings. The district has a well-developed and fully functioning Student Assistance Program (SAP) available to students throughout the district. The SAP team utilizes a referral system to include local Mental Health Agencies, 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. The Early Reach Program through OVR is also utilized for students in 8th, 9th, and 10th grade.

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 staffs are provided with the opportunities to expand their knowledge base and instructional skills in the areas of special education and students with disabilities.

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 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.

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 instructors and support personnel.

# Assurances

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## Special Education Assurances

*No policies or procedures have been identified.*

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Custer City Private School	Nonresident	Beacon Light Behavioral Health Systems	19

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clarion Center School	Other	Licensed Private Academic facility that provides special education services and training to students with moderate to severe mental and/or physical disabilities.	1
Pathways Adolescent Center	Other	Licensed Private Academic Facility categorized under Juvenile Correctional Home. It is a juvenile rehabilitation center which provides drug, alcohol and behavioral treatment.	3
Custer City Private School - Beacon Light Behavioral Health Systems	Other	A Licensed Private Academic School that offers an alternative education program for students that require a high degree of support, structure, and supervision in their special education program incorporating therapeutic behavior support. There are also Autistic Support and Life Skills Support Programs.	19
Abraxas Youth Center	Other	A secure residential treatment program that serves delinquent youths. A full range of special education services are offered on-site at their private, licensed school.	1
Bethesda	Other	Partial Hospitalization program that provides individualized mental and behavioral health services	2
S.T.A.R. Short-Term Adolescent	Other	A therapeutic residential program for individuals at-risk of an exacerbation of mental health	1

Recovery		symptoms	
Penn Highlands DuBois Psychiatric	Other	Inpatient comprehensive behavioral health services for children	1
Pentz Run Youth Services	Other	A residential treatment facility program for at-risk or disadvantaged youth providing a short or long-term alternative to family living	1
Perseus House	Other	Residential treatment facility that serves youth, promoting pro-social behavior and healthy lifestyles	1
Adelphoi Ketterer Charter School	Other	Treatment facility that provides behavior and therapeutic support for students that struggle in a traditional school setting	1
Kidspeace	Other	Psychiatric hospital and residential programs that provide mental and behavioral healthcare	1
Belmont Pines	Other	Hospitalization for children with severe emotional and behavioral problems	1
Children's Intensive Outpatient Program	Other	Emotional and learning support programs for children requiring intensive programming to meet their school and mental health needs	1
Bradford Area School District Cyber Program	Other	Cyber School	5
Gateway	Instruction in the Home	Addition Recovery Center	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* January 1, 2013

*Reason for the proposed change:* This segment (ES) existed under program position #2. Program position #1 is 1 FTE special education teacher that provides autistic support and emotional support services. This was previously listed under 2 positions, however as part of this program profile update, I am correcting these minor errors. This is not a new program and it is not in a new location. I will further delete the old program position #2 as it is now included in program position #1

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	7	0.8



Locations:				
GGB Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	4	0.2
Locations:				
George G Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 2, 2018

*Reason for the proposed change:* full-time life skills support services are needed for students being educated with medically fragile conditions that limit their ability to participate in the general education setting greater than 20 % of their school day

supplemental learning support segment existed under program position #4; it is now being included in program position #3 as this 1 FTE special education teacher provides life skills and learning support services. This segment will be deleted from position #4 since it is now included in position #3. This is not a new program and it is not in a new location. As part of this program profile update, I am correcting FTEs that were listed separately.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	8	0.4
Locations:				
GGB Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	2	0.2
Locations:				
George G. Blaisdell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.4
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #5

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* Supplemental learning support segment existed under program position #6 but is actually part of program position #5's 1 FTE. As part of this program profile update, I am correcting where these segments were listed separately.

This is not a new program and it is not in a new location.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	0.7
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.1
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* The reason for the proposed change is to move the life skills classroom to a larger classroom. Room 125 is larger than room 253.

*Present Class Location:* 253

*Proposed Class Location:* 125

*Length of time class has been in present location:* greater than 7 years

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	15	0.75
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	3	0.25

Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* The addition of a full-time segment in the emotional support classroom is to accommodate the needs of students requiring that level of support. This is not a new program and it is not in a new location, it is a new segment to the already existing emotional support program.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	8	0.4
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	10	0.2
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	5	0.4
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* Switching the location of the grade 3 LS classroom above with the location of the AS/LS classroom

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	0.8
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Reason for the proposed change:* To meet the varying learning support needs of our students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	0.8
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 10, 2017*Reason for the proposed change:* Autistic Support classroom and Emotional Support classrooms are swapping rooms. Autistic Support is in need of more square footage.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	3	0.45
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.2
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	5	0.1
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	5	0.1
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	18	0.9
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2017

*Reason for the proposed change:* The special education teacher in this classroom will be in closer proximity with the regular education teacher that she will be co-teaching with for the up-coming (and future) school year(s).

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	0.2
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	16	0.8
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Reason for the proposed change:* Learning Support services to meet the varying needs of our students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.3
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.7
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 7, 2018*Reason for the proposed change:* The addition of a full-time level of support to this segment of a life skills classroom is to provide that level of support to students requiring a full-time program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	14	0.7
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	3	0.3

Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Reason for the proposed change:* Additional level of support needed to address our students' learning needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.1
Locations:				
Bradford High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	18	0.9
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018*Reason for the proposed change:* The addition of a full-time level of Autistic Support segment is necessary for a student needing that level of support. The change of itinerant Autistic Support to Supplemental Autistic Support is necessary to meet the needs of requiring that level of support both in the special education and general education settings**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	5	0.1
Justification: This program position provides services and supports to students in grade 9 through grade 12 and for students in which the IEP determined that the student will return to school beyond their senior year. Parent are informed that their child's program will not be adversely affected.				
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: This program position provides services and supports to students in grade 9 through grade 12				

and for students in which the IEP determined that the student will return to school beyond their senior year. Parent are informed that their child's program will not be adversely affected.				
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 19	3	0.45
Justification: This program position provides services and supports to students in grade 9 through grade 12 and for students in which the IEP determined that the student will return to school beyond their senior year. Parent are informed that their child's program will not be adversely affected.				
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 19	1	0.2
Justification: This program position provides services and supports to students in grade 9 through grade 12 and for students in which the IEP determined that the student will return to school beyond their senior year. Parent are informed that their child's program will not be adversely affected.				
Locations:				
Bradford Area High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #18

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Additional level of support needed to address the varying learning needs of our students.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	5	0.1
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	18	0.9
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #19

*Operator:* School District

#### PROGRAM DETAILS



*Type:* ClassandPosition

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Additional learning support levels needed to address the varying needs of our learning support students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.2
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	0.8
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* The additional of a full-time segment in emotional support is necessary to meet student needs requiring that level of support

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	15	0.75
Justification: This program position provides services and supports to students in grade 9 through grade 12. Parent are informed that their child's program will not be adversely affected.				
Locations:				
Bradford High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	7	0.15
Justification: This program position provides services and supports to students in grade 9 through grade 12. Parent are informed that their child's program will not be adversely affected				
Locations:				
Bradford High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 19	1	0.1
Justification: This program position provides services and supports to students in grade 9 through grade 12. Parent are informed that their child's program will not be adversely affected				
Locations:				

Bradford Area High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Additional level of support needed to meet the varying needs of our students in the life skills program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	14	0.7
Justification: For those students that are not within the required age-range, it is addressed in the student's IEP.				
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	5	0.3
Justification: For those students that are not within the required age-range, it is addressed in the student's IEP.				
Locations:				
Bradford High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* update of caseload maximum**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
GGB Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* This position no longer delivers speech services to non-publics**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	65	1
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Due to an increase in student enrollment for those students needing speech and language therapy at George G. Blaisdell Elementary (GGB), the speech therapist that was providing services at School Street Elementary will now be providing services at GGB.

*Present Class Location:* School Street Elementary Room 237

*Proposed Class Location:* George G Blaisdell Elementary Room 620

*Length of time class has been in present location:* 1 year

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	6	0.1
Locations:				
Non Publics	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	16	0.25
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	29	0.45
Locations:				
Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	13	0.2
Locations:				
Bradford High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Addition of a Supplemental segment of Emotional Support to meet the needs of students with that amount of support in their program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.2
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	10	0.2
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	6	0.3
Locations:				
George G. Blaisdell Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Grade 5 learning support classroom would be in closer proximity to the regular education classroom in which the grade 5 learning support teacher co-teaches with a grade 5 regular education teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	0.7
Locations:				
School Street Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.3
Locations:				
School Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Emotional Support and Autistic Support are swapping classrooms. Autistic Support is in need of greater square footage.

Addition of a full-time segment for students needing the level of emotional support

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	14	0.7
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	10	0.2
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	1	0.1
Locations:				
Floyd C. Fretz Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	33	0.5
Locations:				
George G. Blaisdell	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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## Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District Wide	1
School Psychologist	District Wide	1
Student Services Secretary	District Wide	1
Director of Special Education	District Wide	1
Superintendent	District Wide	0.1
Special Education Building Secretary	George G. Blaisdell Elementary	0.75
Special Education Building Secretary	School Street Elementary	0.75
Special Education Building Secretary	Floyd C. Fretz Middle School	0.75
Special Education Building Secretary	Bradford Area High School	0.5
Paraprofessional	George G. Blaisdell Elementary	1
Paraprofessional	George G. Blaisdell Elementary	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	Floyd C. Fretz Middle School	1
Paraprofessional	Floyd C. Fretz Middle School	1
Paraprofessional	Floyd C. Fretz Middle School	1
Paraprofessional	Floyd C. Fretz Middle School	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	Bradford Area High School	0.5
Paraprofessional	Bradford Area High School	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	School Street Elementary	1
Paraprofessional	School Street Elementary	1
Paraprofessional	School Street Elementary	1
Paraprofessional	School Street Elementary	0.9
Paraprofessional	School Street Elementary	1
Paraprofessional	School Street Elementary	0.1
Paraprofessional	Floyd C. Fretz Middle School	0.5
Paraprofessional	George G. Blaisdell Elementary	1
Paraprofessional	Floyd C. Fretz Middle school	0.5
District Social Worker	District Wide	0.33
Paraprofessional	George G. Blaisdell Elementary	1
Paraprofessional	George G. Blaisdell Elementary	1
Paraprofessional	Bradford Area High School	1
Paraprofessional	School Street Elementary	1

Paraprofessional	School Street Elementary	0.1
Paraprofessional	School Street Elementary	0.9
Paraprofessional	School Street Elementary	0.5
Paraprofessional	School Street Elementary	0.1
Paraprofessional	School Street Elementary	0.9
Paraprofessional	School Street Elementary	1
School Counselor	George G. Blaisdell	0.1
School Counselor	School Street Elementary	0.1
School Counselor	Floyd C. Fretz Middle School	0.2
School Counselor	Bradford Area High School	0.2

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
McKean County CARE for Children Physical Therapy	Outside Contractor	5 Days
McKean County CARE for Children Occupational Therapy	Outside Contractor	5 Days
McKean County Juvenile Probation Officer at Bradford Area High School	Outside Contractor	5 Days
McKean County Juvenile Probation Officer for Floyd C. Fretz Middle School	Outside Contractor	5 Days
Bradford City Police Department School Resource Officers	Outside Contractor	5 Days
The Guidance Center Mental Health Services/Counseling	Outside Contractor	5 Days
Health Beginnings	Outside Contractor	1 Days
The Guidance Center Drug and Alcohol Counseling	Outside Contractor	1 Days
Vision Support Services	Intermediate Unit	3.5 Hours
Hearing Support Services	Intermediate Unit	10.5 Hours
Orientation and Mobility	Intermediate Unit	60 Minutes
McKean County CARE for Children Speech and Language Therapy	Outside Contractor	3 Days
Occupational Therapy	Intermediate Unit	2 Hours
Regional ABA - Associates in Behavior Analysis	Outside Contractor	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>The Bradford Area School District professional staff, support staff, and related service providers will continue to increase their skill level by participating in on-going professional development provided through PaTTAN in the Pennsylvania Verbal Behavior Project and Project AACHIEVE, as well as, on-site professional development to support students diagnosed with an educational disability, including but not limited to Autism Spectrum Disorder, and receiving, but not limited to, Autistic Support services in grades K-12.</p> <p>All four of our district buildings have been receiving instructional consultation services to support the implementation of a Verbal Behavior program in our autistic support classroom programs at the primary elementary building, intermediate elementary building, middle school building and senior high school building. The district has allocated money for Autistic Support Training for special education staff working with students participating in this program. Both regular education and special education instructional staff will attend training focused on the Verbal Behavior and Applied Behavioral Analysis techniques during the 2019/2020, 2020/2021, and 2021/2022 school years. This training and support include an initial boot camp training for new staff and on-going, on-site training to support trained staff with program implementation. These trainings support growth in the PA Core academics, functional skills, independent living, and social skills. Strategies provided assist in addressing learning strategies to accommodate varying ability levels, sensory needs, behavioral and social needs of our students receiving Autistic Support services enabling them to engage in learning experiences within the general education setting to the maximum extent possible as determined by each child's IEP Team.</p> <p>Project AACHIEVE focuses on supporting college bound students with high functioning autism as they transition to higher education. BASD has created a Project AACHIEVE team that consists of educators, parents, administration and special education support staff. The Pennsylvania Training and Technical Assistance Network (PaTTAN) staff will work with the BASD Project AACHIEVE team to create a successful framework for college access and supporting</p>
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successful degree completion.

The following trainings and on-going professional development opportunities will include, supporting IEP Teams collaborating to share relevant information, problem solve, and plan programs to address the learning needs of students identified with Autism Spectrum Disorders.

- Providing teaching strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs.
- Provide visual strategies, strategies for classroom structure, and transition planning.
- Executive Function Skills training
- Identify appropriate Assistive Technology strategies to increase access to the general education curriculum, school environment, and to assist in achieving IEP goals.

Evidence of implementation include agendas, sign-in sheets, lesson planning and positive behavior support plans to reflect the needs of individual students receiving Autistic Support Services, VB MAPPs, Site Visitation Reports, and student progress monitoring reports on attainment of IEP goals.

The district expanded support services available to the secondary students needing Autistic Support services and provides itinerant internal coaching to support the staff implementing the Verbal Behavior Program in the four district Autistic Support classrooms.

Training and consultation are also provided by IU9 TaC staff for specific students based on referrals with parent consent from district administration. Services from the TaC staff assist IEP teams with any needs identified for students with Autism Spectrum Disorders.

**Trainings scheduled for the 2019-2020 school year are as follows:**

August 5-8, 2019-National Autism Conference, State College, PA

August 2019 – ASD Workshop TBA

	Additional trainings can be scheduled upon request.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	10
<b>Provider</b>	Pattan
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Training participants will gain best practice techniques of Applied Behavioral Analysis based strategies in teaching communication skills and social skills for students with Autism. Training will also include strategies and techniques for regulating problem behaviors and for promoting pro-social behaviors.
<b>Research &amp; Best Practices Base</b>	The district participates in the PA Verbal Behavior Project which is a research-based program that implements evidence-based practices of applied behavioral analysis (ABA) for children that receive Autistic Support services. This approach involves initial and on-going on-site training for professional staff and support staff on ABA techniques. Participation in Project AACHIEVE will build the district's capacity to successfully transition students with Autism to post-secondary education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation          Series of Workshops          Live Webinar          Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers          Principals / Asst. Principals          Paraprofessional          Other educational specialists          Related Service Personnel          Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers          Creating lessons to meet varied student learning styles          Peer-to-peer lesson discussion          Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.          Standardized student assessment data other than the PSSA          Classroom student assessment data          Participant survey</p>

	<p>Review of participant lesson plans  Review of written reports summarizing instructional activity  Attainment of IEP Goals</p>
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## Behavior Support

<p><b>Description</b></p>	<p>The Bradford Area School District (BASD) will continue to educate and train staff on mental and behavioral health topics along with appropriate interventions to increase the amount of supports provided to students with a mental health diagnosis needing counseling in the school setting and/or students with needs requiring behavioral intervention and support. The district will continue to provide training to maintain the implementation at the elementary levels a school-wide positive behavior support program. BASD elementary schools were formally associated with the Pa-PBS Network. School Street Elementary began their affiliation in 2011 and George G. Blaisdell Elementary in 2014. Both elementary schools have been recognized as implementing SWPBIS with fidelity at Tier 1 and Tier 2 by the network. Both elementary schools also implement the Leader in Me. The middle and secondary levels both implement programs recognizing positive behaviors. BASD middle school has implemented school wide expectations and a student acknowledgment system to strengthen students' positive behavior. In addition, BASD high school is in the early stages of SWPBIS implementation. The middle school implements components of the Leader in Me to improve school climate. The high school is in the process of developing a school climate plan.</p> <p>In addition, to both formal and informal teaching of our schools' school wide expectations, the school discipline code is clearly communicated to students by staff and administration. Part of that communication is by our student handbooks that are distributed to students and are available on our web page. Furthermore, BASD school psychologists are available to consult with school teams at all levels of behavior support. The psychologists take the lead in facilitating the FBA process and assist in the development of behavior plans. The BASD School Psychologists also provide counseling and facilitate small groups at the elementary levels that focus on positive behaviors and interactions</p> <p>The district will also continue to train staff in implementing positive behavior support plans and training in verbal de-escalation techniques to continue lowering the number of restraints. BASD employs staff members as Safe Crisis</p>
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Management (SCM) trainers. Additionally, the district has identified selected staff members who are also trained as crisis responders if the need arises. The (SCM) curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed.

The BASD School Social Worker and School Counselors are utilized to provide counseling sessions for students in needs of those services. The BASD Social Worker also functions as the liaison between the school district and a local mental health agency provider for students in need of more intensive services. The BASD Social Worker assists the district in completing a referral to begin services. Services include Student Assistance Program, Outpatient Counseling in school and agency offices, Aggression Replacement Therapy, Family-Based Counseling, School-Based Counseling, MST (Multisystemic Therapy) and Crisis Intervention. The School Social Worker tracks students involved in the CYS and Juvenile Probation, and Foster Care systems, along with Homeless and Unaccompanied Minors.

Additionally, the Special Education Teachers that provide Emotional Support services routinely participate in training and professional development, Quality Indicators of Emotional Support Services and Programs (QIESSP) to evaluate the programs and services offered to students with emotional support needs in an effort to ensure services delivered are meeting student needs.

Furthermore, the Student Assistance Program works closely with local behavioral health providers to ensure that students in need of services receive them in a timely and efficient manner. In particular, BASD works closely with staff from the Guidance Center and Beacon Light Behavioral Health Systems. Some of the behavioral health services provided include: Community and School Behavioral Health, Drug and Alcohol Counseling, School Based Behavioral Mental Health Teams. In addition, the district contracts with the local intermediate unit to access Outpatient services in a neighboring district.

BASD staff will continue to participate in trainings designed to strengthen our efforts to provide Positive Behavior Support across the Tiers. Anticipated trainings will address expansion of the Tier 2 and Tier 3 Supports. Possible topics for the trainings include: Check-In CheckOut, Check & Connect, RENEW as well as Functional Behavior Assessment, QIESSP, and Positive Behavior Support Plans.

	<p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, as well as reduce student dropout risks, reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>To help continually support students in the Least Restrictive Environment through the use of incident prevention and minimization strategies identified district staff will maintain Safe Crisis Management certification. In addition, non-identified staff will be trained in how to recognize behavioral triggers and signals and how to de-escalate students.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	20
<b>Provider</b>	Bradford Area School District
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>In this training participants will gain knowledge on improving the student's overall academic and behavioral performance in the school setting as a result of consistent school and class attendance due to appropriate interventions and supports in a positive environment.</p> <p>Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation.</p> <p>Safe Crisis Management trainings will provide staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.</p>
<b>Research &amp; Best Practices Base</b>	The district trains staff annually on Safe Crisis Management and de-escalation techniques. The district continues to partner with local agencies and the IU to receive training on mental and behavioral health intervention

	<p>and support.</p> <p>Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.</p> <p>The Safe Crisis Management curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.</p> <p>QIESSP is a tool endorsed by PaTTAN.</p>
<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Live Webinar</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors</p>

	Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

## Paraprofessional

<b>Description</b>	<p>The district currently employs 32 paraprofessionals that support services provided to students with special needs. All para-professionals comply with the training requirements put forth by the PA State Special Education Regulations and must complete 20 hours of professional development each year in order to maintain their highly qualified status. Training is to enhance their skills to appropriately address the needs of the students that they serve. The focus of the trainings will be to increase the skill level for paraeducators working with learners with diverse instructional and related service needs in the school setting under the direction of the professional staff. As a result, students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet student needs. New paraeducators will be provided the support necessary to meet the status of highly qualified.</p> <p>Professional development opportunities in a variety of topics will be facilitated by staff from the school district, guest speakers, Seneca Highlands</p>
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	Intermediate Unit Nine, and PaTTAN.
<b>Person Responsible</b>	Assistant Superintendent and Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	32
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Training participants will gain knowledge of various special education topics including but not limited to, behavior management, verbal de-escalation, SWPBS, Autism, First Aid, CPR, SCM, instructional support, use of educational technology, study skills, ELL, and meeting the needs of diverse learners. Training selection and approval is based upon paraprofessional assignment.</p> <p>Paraeducators will gain knowledge in accordance with the Bureau of Special Education Credential of Competency for Special Education Paraeducators and district specific topics.</p> <ol style="list-style-type: none"> <li>1. Foundations of Special Education</li> <li>2. Development of Characteristics of Learners</li> <li>3. Individual Learning Differences</li> <li>4. Instructional Strategies</li> <li>5. Learning Environments</li> <li>6. Language</li> <li>7. Instructional Planning</li> <li>8. Assessment</li> <li>9. Professional and Ethical Practice</li> <li>10. Collaboration</li> </ol>

<b>Research &amp; Best Practices Base</b>	<p>The district currently implements research-based programs such as; Safe Crisis Management and the PA Verbal Behavior Project. The district is also an active participant in PaTTAN sponsored trainings for paraprofessional staff. Use of well-trained and highly qualified paraprofessionals leads to improved quality of instruction and achievement for students with an IEP.</p> <p>All training presenters will have extensive knowledge in research-based, current, or best practices aligned to Pennsylvania’s Credential of Competency Standards.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops Live Webinar Offsite Conferences</p>
<b>Participant Roles</b>	<p>Paraprofessional</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussion</li> <li>• Implementation of strategies within the paraprofessional's current role</li> </ul>
<b>Evaluation Methods</b>	Paraprofessional evaluation system

## Reading

<b>Description</b>	<p>The Bradford Area School District (BASD) continues to recognize that it is important for students with disabilities to continue to demonstrate on-going improvements in Reading as demonstrated by performance on local benchmark assessments aligned with PA Core Standards and performance on PSSA English Language Arts (ELA), Keystone Exams for Literature, and PASA ELA assessment measures. The Bradford Area School District will continue to diminish the achievement gap for students with reading needs, reading and/or comprehending reading material below grade level. Reading training will focus on increasing the integrity and accountability of instruction and assessment in special education programs ensuring that scientifically research-based curriculums are implemented with fidelity. Specific professional staff will be trained to identify the needs of these students along with targeted training to implement learning strategies that can be used by students to improve decoding and comprehension skills. Professional Education will focus on research-based interventions for working with students in order to provide students with the foundational building blocks to become successful and functional readers.</p> <p>The Bradford Area School District has an ongoing relationship with the Intermediate Unit Nine staff who provide training and consultation services that align to research-based strategies and practices supported by PaTTAN. District staff will continue to have the opportunity to increase their conceptual knowledge of the MTSS Framework. Professional development in the Five Big Ideas in Reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), assessment, data analysis (including progress monitoring and rate of improvement), direct instruction programs, writing, and additional RTI methodologies, directly aligned to the PA Core, will continue to be available.</p>
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Data is reviewed in teams and individually on a regular basis for professional development, curriculum planning, intervention planning, and progress monitoring.

### **English Language Arts/Literature**

According to the 2017-18 **Future Ready Index**, students attending School Street Elementary (data for Blaisdell Elementary unavailable) who were proficient or advanced in English Language Arts/Literature:

- School-wide- 60.5% (Statewide Average- 63.0%)
- Students with Disabilities- 27.0%

According to the 2017-18 **Future Ready Index**, students attending Fretz Middle School who were proficient or advanced in English Language Arts/Literature:

- School-wide- 65.2% (Statewide Average- 63.0%)
- Students with Disabilities- 30.9%

According to the 2017-18 **Future Ready Index**, students attending Bradford High School who were proficient or advanced in English Language Arts/Literature:

- School-wide- 84.4% (Statewide Average- 63.0%)
- Students with Disabilities- 42.3%

The 2017-18 ELA **PSSA/PASA Data** for students with IEPs is as follows:

- Grade 3- 7.4% Below Basic, 74.4% Basic, 7.4% Proficient, 11.1% Advanced
- Grade 4- 19% Below Basic, 40.5% Basic, 19% Proficient, 21.4% Advanced
- Grade 5- 32.3% Below Basic, 51.6% Basic, 12.9% Proficient, 3.2% Advanced
- Grade 6- 12.5% Below Basic, 65.6% Basic, 15.6% Proficient, 6.3%

	<p>Advanced</p> <ul style="list-style-type: none"> <li>Grade 7- 11.1% Below Basic, 44.4% Basic, 33.3% Proficient, 11.1% Advanced</li> <li>Grade 8- 4.8% Below Basic, 66.7% Basic, 14.3% Proficient, 14.3% Advanced</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	5
<b>Provider</b>	IU9
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Through professional development opportunities and scheduled consultations, staff will gain a deeper understanding of the reading process and align interventions to student specific needs.</p> <p>Training participants will gain knowledge to support reading instruction and enhance knowledge of best practice literary teaching strategies. Professional staff will participate in LETRS training provided through the IU9 to further develop their skills in providing instruction and interventions to further address the reading achievement gap.</p> <p>LETRS provides educators with a core understanding of language structure and helps them gain in-depth instructional information to complement their teaching practices. Rather than replacing the core basal reading program, LETRS brings deeper knowledge of reading instruction by addressing each component– phoneme awareness; phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing—as well as the foundational concepts that link them.</p>

<b>Research &amp; Best Practices Base</b>	<p>All professional development presenters and consultants will have an extensive knowledge of research-based practices strategies and methodologies.</p> <p>LETRS complements and supports the implementation of programs aligned with scientifically-based reading research.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Paraprofessional</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Student attainment of IEP goals</p>

## Transition

<b>Description</b>	<p>Bradford Area School District (BASD) is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed, and transition services and activities related to individual postsecondary goals are identified.</p> <p>BASD coordinates with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eighth-grade students receiving special education services. Transition Planning and Review meetings are also completed with all eleventh-grade students receiving special education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.</p> <p>The Bradford Area School District continues to organize and promote secondary transition trainings and activities for staff, students, and families. Several best practices IEP Measurable Annual Goal Writing Workshop Trainings were implemented with staff initially during the 2015-2016 school year and have been on-going annually at least once each subsequent school year as a</p>
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	<p>refresher course. These training workshops are conducted by Seneca Highlands IU9 TaC training staff and provided teachers with best practice in analyzing and writing individualized appropriate goals for students. BASD promoted and organized a Secondary Transition Parent Training in April 2016. This training was conducted by the Seneca Highlands IU9 Transition Consultant and the agency Office of Vocational Rehabilitation (OVR). This training promoted local agency awareness as part of the transition process.</p> <p>The district currently operates a 10 program Career and Technical Education facility on the Bradford Area High School campus grounds; 9 programs of which students are able to obtain certification after completing program requirements. Special education students are provided full access to CTE programs and course work given they meet prerequisite safety skill knowledge.</p> <p>The district, as well as special education, graduation rates remain steady: BAHS Overall 14/15 SY 92%, 15/16 SY 95%, 16/17 SY 95% and BAHS Special Education 14/15 SY 83%, 15/16 SY 85%, 16/17 SY 92%. The district's goal is to maintain a graduation rate that is at or above state minimum requirements. The district recognizes the importance of parent participation in IEP meeting for transition success. Parent Participation in the IEP meeting is tracked by the district. Parent participation at BAHS in IEP meetings for 14/15 SY was 93%, 15/16 SY was 91%, 16/17 SY was 96%, and the 17/18 SY was 93%. It is the district's goal is to continue to maintain a participation rate of 90% or higher. Also, an annual student's with disabilities graduation survey is conducted and data is utilized to better serve secondary students with disabilities in their transition to adult life following graduation.</p> <p>In order to further support high quality transition plans as part of the IEP process, our school district will continue to work with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN). BASD intends to participate and successfully complete the Indicator 13: Effective Transition Practices Training with all appropriate secondary staff involved in the transition process.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	2



<b># of Participants Per Session</b>	15
<b>Provider</b>	IU
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Training participants will gain knowledge related to the importance of early transition planning for students with disabilities, importance of literacy, enhancing parent involvement, and connecting the student with available resources to support their transition.</p> <p>This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.</p>
<b>Research &amp; Best Practices Base</b>	In compliance with Indicator 13, the district continually collects data to develop programs and supports for the successful transition of secondary students. The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Supt / Ast Supts / CEO / Ex Dir Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Focused monitoring of IEPs with feedback
<b>Evaluation Methods</b>	focused monitoring of IEPs with feedback and student exit surveys

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*