

Northern Bedford County SD
Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

152 NBC Drive
 Loysburg, PA 16659
 (814)766-2221
 Superintendent: Todd Beatty
 Director of Special Education: Lindsay Cherry

Planning Committee

| Name | Role |
|-------------------|--|
| Todd Beatty | Administrator : Professional Education Special Education |
| Michael O'Dellick | Administrator : Professional Education Special Education |
| Trevor Replogle | Administrator : Professional Education Special Education |
| Wayne Sherlock | Administrator : Professional Education Special Education |
| Randy Wiand | Board Member : Professional Education Special Education |
| Susan Heuston | Elementary School Teacher - Special Education : Special Education |
| Scott Bollman | High School Teacher - Regular Education : Special Education |
| Donna Detterline | Parent : Professional Education Special Education |
| Lindsay Cherry | Special Education Director/Specialist : Professional Education Special Education |

Core Foundations

Special Education

Special Education Students

Total students identified: 126

Identification Method

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

The Northern Bedford County School District uses the discrepancy model to identify students with Specific Learning Disabilities in the elementary school, middle school, and high school. In accordance with Chapter 14 regulations and the PA guidelines for Identifying the Students with Specific Learning Disabilities, a multidisciplinary evaluation team considers evaluation data as it relates to four eligibility criteria. To be identified as a student with a Specific Learning Disability, a student must meet all four criteria.

First, the team determines if the child achieves adequately for his/her age or if he/she meets state approved grade level standards in one or more of the following areas: oral, expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and/or mathematics problem solving. The multidisciplinary team considers multiple sources of data related to the student's level of achievement. The data reviewed includes but is not limited to: PSSA scores, Keystone scores, universal screenings (AIMSweb), norm-referenced achievement tests, student records, and curriculum based assessments.

Second, the team determines whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A severe discrepancy is generally considered to exist when the child's actual achievement is approximately one standard deviation below his or her intellectual ability.

Third, the team reviews information to rule out: vision, hearing or motor problems, intellectual disability, emotional disturbance, cultural and/or environmental issues, and limited English proficiency. This information is reviewed to determine if the primary reason for the student's inability to meet age/grade level standards is directly related to any of the above factors, he/she cannot be identified as having a Specific Learning Disability.

Last, the team reviews information to rule out lack of instruction as the primary cause for the student's learning problems. The team documents appropriate instruction by highly qualified personnel and use of repeated assessments.

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>

The Northern Bedford County School District's overall enrollment of students with disabilities is 2.3% lower than the state's average enrollment. However, the students identified as having Speech/Language Impairment is 8.4% higher than the state's average. The Northern Bedford County School District has varied instructional strategies and service times in the Speech/Language program in order to accelerate and use time on task more efficiently during instruction. Shorter more intensive instructional times are being incorporated daily to provide more opportunities for practicing a skill in a focus area. The Speech and Language teacher is part of the RtII team in order to screen and provide the regular education teachers with strategies to incorporate in the regular education classroom per intervention.

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 Northern Bedford County School District recognizes its obligation to ensure access to the same educational programs and services provided to district students. The school district shall identify students that are non-resident students and encourage their enrollment and eliminate barriers to their attendance and education. The Northern Bedford County School District will implement current IEPs and provide comparable related services in the existing IEPs until the district can convene an IEP meeting to determine whether the IEP needs revised.
- The school district will ensure that students will be receiving a free appropriate public education by providing students with their educational program in the least restrictive environment based on their strengths and needs. The Northern Bedford County School District offers a continuum of services through the district, neighboring school districts, and the Appalachia Intermediate Unit 08.
- The most prevalent barriers that exist would be that of receiving appropriate educational documents in a timely manner for students categorized under Section 1306.

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).

The Northern Bedford County School District works cooperatively with the local correctional institutions to ensure a quality educational program to students with disabilities under the age of 21. Upon entrance to the county's correctional institution, the incarcerated student will complete an educational questionnaire with the intake officer and/or prisoner counselor. For incarcerated persons under the age of 21, specific information is collected regarding the individual's previous educational history and demographics. The information gathered during this process is used to determine eligibility for educational services. The questionnaire is forwarded to the Appalachia Intermediate Unit 08. The Northern Bedford County School District contracts with Appalachia Intermediate Unit 08 to provide educational services to incarcerated students at the county jail or other local correctional institutions. These identification procedures have been developed to ensure that all students that are eligible for special education services are provided a Free Appropriate Public Education.

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 Northern Bedford County School District strives to ensure that to the maximum extent possible, children with disabilities, including children in public and private institutions or other care facilities are educated with children who are non-disabled. Utilizing special classes or separate schooling for children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in the regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

The Northern Bedford County School District is committed to providing a Free Appropriate Public Education in the Least Restrictive Environment for all students. Once a child has been determined

eligible for and in need of specially designed instruction, the IEP team will work to develop a plan based on the individual child's needs. The IEP team will review present levels, strengths and needs in order to determine the educational placement.

The Northern Bedford County School District strives to educate children in the regular education environment to the maximum extent. Supplementary aides and services are included in the IEP team discussion to ensure that the placement of a student is in the Least Restrictive Environment (LRE):

- Collaborative: Co-teaching, common planning time, professional development to support co-teaching, professional development for paraprofessionals, communication books (home/school)
- Instructional: Test modifications, alternative ways to demonstrate learning, providing instructional adaptations such as: preteaching, reteaching, repeating directions, paraphrasing directions, voice to text,
- Physical: Specific seating, adaptive equipment, sensory aids
- Social Behavior: Social skills instruction, counseling supports (school counselor, psychological services, wrap around agencies), individual positive behavior support plans, cooperative learning, peer supports

Special education and regular education teachers work collaboratively on planning schedules, activities, accommodations, and modifications that can be implemented to ensure the successful integration of students with disabilities. The district is committed to exploring and implementing educational practices that will provide disabled students the opportunity to be educated in the least restrictive environment. Examples of some of these practices are as follows: 1) providing a common planning time for teachers that afford the time to discuss the educational needs of their academically and behaviorally challenged students 2) utilizing co-teaching practices which promote active participation of special education teachers in the general education environment and using the general education curriculum for instruction 3) utilizing/exploring assistive technology when needed to encourage/promote active participation and involvement in all content areas 4) using data that is analyzed to ensure that student needs are being met 5) implementing a co-teaching model that provides students with an expert content teacher and an expert strategist teacher. Assistive technology such as the Google Docs voice to text program and read program is used for students in order to gain independence while participating in the general education curriculum. iPads are provided to students that have communication needs. Several reading programs have been incorporated to meet the needs of a variety of learning styles such as Wilson Reading System, Heggarty phonemic awareness, West Virginia Phonics Instruction, Read 180, Orton-Gillingham, Making Connections, Read Naturally, Lexia, My Reading Coach, and SRA Corrective Reading. Additional assistive devices that students utilize in the general education environment are FM systems to aid in classroom material being presented orally. Visually Impaired students are able to gain access to the general education curriculum while in the regular environment with slant boards, magnifying glasses, and large print materials.

The Northern Bedford County School District provides staff with opportunities that are on-going to participate in conferences/workshops that address differentiated instruction, co-teaching, resiliency, data analysis, reading/writing instructional strategies, and math instructional strategies.

The school district will continue to provide opportunities for general and special education staff as well as paraprofessionals to attend conferences/workshops that will support and promote our district's commitment to students placed in the Least Restrictive Environment (LRE). The Northern Bedford County School District provides opportunities for staff enhance their skills by offering and suggesting conferences/workshops at locations such as PATTAN and the IU08.

The Northern Bedford County School District has approximately 93% of students with disabilities being educated in the regular education classroom for 80% or more of the school day. The school district currently has 12 students that are placed outside of the school district. These students are placed in Life Skills programs throughout Bedford County. The Bedford County Schools have created a consortium in order to provide a continuum of educational services for each of the county schools in order to provide services for students that need Life Skills support. Northern Bedford utilizes specialty programs for students with Autism and Emotional Support. The Northern Bedford County School District attributes the exceeding number of students being educated in the regular education classroom to the RtII program at the elementary school as well as providing supplementary aid and services in the regular education classroom to ensure the success of our students. Additionally, our district has a co-teaching model at every grade level where the regular education teacher and the special education teacher are both providing instruction in the regular education classroom setting.

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.

The Northern Bedford County School District is committed to implementing positive behavioral support practices for all students with disabilities. The School district has established a variety of practices that staff members use to support positive behaviors in the school environment which include: consistent expectations (Be Respectful, Be Prepared, and Be on Time), structured classroom routines, Student Assistance Program, attendance and behavioral expectations, de-escalation techniques, school/family communications, and counseling support. The school district's Behavioral Support Policy reflects the district's support in providing school wide positive supports.

The Northern Bedford County School District ensures that students with disabilities are educated in the least restrictive environment. Students shall only be placed in settings other than the regular education class when the nature of severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. If necessary, the IEP team will reconvene weekly in order to adjust the plan to ensure the student will achieve success in the regular education classroom.

The Northern Bedford County School District's behavior support programs shall be based on positive rather than negative behavior techniques. Students shall be free from demeaning treatment

and unreasonable use of restraints or other aversive techniques. Behavior Support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. De-escalation techniques will be the district's primary focus when dealing with behaviors.

The Northern Bedford County School District has teams in each building that receive yearly training in de-escalation and behavior supports. Currently, all paraprofessionals, administrators and some teachers in each school building have participated in Non-Violent Crisis Intervention Training and hold up-to-date certifications. De-escalation techniques are a focus in that particular training. . The Northern Bedford County School District does provide School-Based Behavioral Health Services through the school psychologist and the school counselors. These individuals provide one-on-one and small group services to students that exhibit the need. The school district acts as a satellite office to several outside agencies (Alternative Community Resource Program, Children and Youth, Blair Family Solutions). The outside agencies provide services such as mental, social, and behavioral health appointments on the school campus.

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 Northern Bedford County School District is not experiencing difficulty ensuring FAPE for any students with disabilities. If the Northern Bedford County School District would encounter difficulty ensuring FAPE, then the school district would incorporate the following procedures: 1) An IEP meeting would be held in order to review programming options within the district based on the individual needs of the student and/or possible implementing new programming within the district 2) If options are attempted and/or ruled out, the school district will determine optional programming at neighboring school districts and/or educational placements that would meet the needs of the student. 3) Once a programming option is determined by the IEP team, the parent/student/school district representative would tour the placement and an IEP meeting would be scheduled to finalize the recommended placement.

The Northern Bedford County School District utilizes an inter-county school district and interagency approach to resolve and locate educational placements/services for hard to place students with disabilities. Currently, Life Skills Support and Multiple Disabilities Support are serviced in multiple district classrooms within Bedford County. These multiple district classrooms are used to provide

services and meet the needs of the five Bedford County school districts. The Bedford County special education supervisors meet every other month to coordinate services for the students.

If necessary, the Northern Bedford County School District will utilize other neighboring counties in order to meet the needs of students and offer a continuum of services. However, the school district's primary focus is building upon in-district efforts to meet the needs of all students with disabilities.

If educational programs and/or services are not able to be provided by the school district, Appalachia Intermediate Unit 08, and the Bedford County system as described, then the Northern Bedford County School District will utilize the services of Children and Adolescent Service System Program (CASSP). CASSP is in place to collaboratively design and implement services for students. The following agencies that could participate in this collaboration: Bedford County BHRS (Cornerstone Community Services), Children and Youth Services, Office of Probation, Drug and Alcohol, Extended Family Academy, Home Nursing, Family Behavioral Resources, Nulton Diagnostic and Treatment Center, Alternative Community Resource Program, Pyramid Health, and Merakey. All of the agencies, the school district, and families work collaboratively to resolve issues and locate educational placements and/or services for hard to place students. The Northern Bedford County School District also will seek consultation from the Appalachia Intermediate Unit 08's interagency coordinator and/or social worker.

The Northern Bedford County School District entrusts Early Intervention activities to the Appalachia Intermediate Unit 08. When a student in that program reaches school age, several district representatives (building principal, special education supervisor, school psychologist, school counselor, speech therapist, kindergarten teacher) will attend Early Intervention Transition meetings. The school district will coordinate all the recommendations per student need to ensure a successful transition.

The Bedford County school districts have had and continue to have discussions regarding opening autistic support classrooms throughout the county to provide students with the need of supplemental or fulltime services. Discussion and organization of such a program is still under discussion and will be determined per individual student needs. Discussion within our district has been held in order to service students who are identified as having an emotional disturbance if the need is greater than an itinerant or supplemental level of support. The district has teachers in house that can provide supplemental services if a need arises for a student. We have currently added daily services for a few students in the district to meet the need locally.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|-------------------------------------|------------------------------|--|---------------------------|
| Spring Cove School District | Neighboring School Districts | Life Skills Support | 1 |
| Everett Area School District | Neighboring School Districts | Life Skills Support | 2 |
| Bedford Area School District | Neighboring School Districts | Life Skills Support | 2 |
| Chestnut Ridge School District | Neighboring School Districts | Life Skills Support | 2 |
| Tussey Mountain School District | Neighboring School Districts | Life Skills Support | 1 |
| Soaring Heights with Pyramid Health | Special Education Centers | Full time Autistic Support and Full time Emotional Support | 3 |
| Merakey | Special Education Centers | Full time Emotional Support | 1 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 24, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 13 to 15 | 1 | 0.05 |
| Locations: | | | | |
| Northern Bedford County Elementary 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 | Deaf and Hearing Impaired Support | 15 to 17 | 1 | 0.05 |
| Locations: | | | | |
| Northern Bedford County High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 11 | 25 | 0.8 |
| Justification: Speech teacher meets with student one on one or small group and does not exceed the three year age range when providing services. | | | | |
| Locations: | | | | |
| Northern Bedford County Elementary School --HA | 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 | 11 to 13 | 12 | 0.2 |
| Locations: | | | | |
| Northern Bedford County Middle School--HA | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 11, 2015**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 5 to 7 | 7 | 1 |
| Locations: | | | | |
| Northern Bedford County Elementary School--SH | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 1, 2016**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 8 to 10 | 4 | 0.8 |
| Locations: | | | | |
| Northern Bedford County Elementary School --KL | 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 | 7 to 9 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County 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 |
|-----------------|------------------|-----------|----------|-----|
| Itinerant | Autistic Support | 7 to 9 | 1 | 0.1 |

| | | | | |
|---|-------------------------------|---|--|--|
| Locations: | | | | |
| Northern Bedford County Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 14, 2015**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 7 to 9 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Elementary School --JD | 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 | 8 to 10 | 2 | 0.3 |
| Locations: | | | | |
| Northern Bedford County Elementary School --JD | 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 10 | 4 | 0.4 |
| Locations: | | | | |
| Northern Bedford County Elementary School JD | 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 9 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Elementary School JD | 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 | 8 to 10 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 14, 2015**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 10 to 12 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Elementary School--TH | 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 | 7 to 9 | 10 | 0.8 |
| Locations: | | | | |
| Northern Bedford County Elementary School --TH | 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 | 10 to 13 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Elementary School TH | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2016

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 14 | 12 | 0.8 |
| Locations: | | | | |
| Northern Bedford County Middle School --MB | 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%) | Emotional Support | 11 to 14 | 3 | 0.2 |
| Locations: | | | | |
| Northern Bedford County Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 15 | 11 | 0.9 |
| Locations: | | | | |
| Northern Bedford County Middle School --KC | 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 | 13 to 15 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Middle School --KC | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 17 | 11 | 1 |
| Locations: | | | | |
| Northern Bedford County High School --JG | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2016

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 15 to 19 | 11 | 0.9 |
| Locations: | | | | |
| Northern Bedford County High School --PK | 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%) | Emotional Support | 15 to 19 | 1 | 0.1 |
| Locations: | | | | |
| Northern Bedford County High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------|------------------|---------------------------------------|----------|-----|
| Itinerant | Learning Support | 16 to 19 | 5 | 0.5 |
| Locations: | | | | |
| Northern Bedford County | A Senior High | A building in which General Education | | |

| | | | | |
|------------------|-----------------|-----------------------|--|--|
| High School --CR | School Building | programs are operated | | |
|------------------|-----------------|-----------------------|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 16 to 19 | 2 | 0.2 |
| Justification: Teacher meets one on one with students to instruct. | | | | |
| Locations: | | | | |
| Northern Bedford County High School --CR | 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 | Autistic Support | 16 to 17 | 2 | 0.2 |
| Locations: | | | | |
| Northern Bedford County High School --CR | 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 | 13 to 15 | 2 | 0.1 |
| Locations: | | | | |
| Northern Bedford County Middle School--CR | A Middle School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|------------------------------|--|-------------|
| Instructional Assistants | Northern Bedford County Elementary School | 4 |
| Instructional Assistants | Northern Bedford County Middle/High School | 1.5 |
| Special Education Supervisor | Northern Bedford County School District | 1 |
| School Psychologist | Northern Bedford County School District | 0.78 |
| Personal Care Assistants | Northern Bedford Elementary School | 1 |
| Personal Care Assistants | Soaring Heights (Pyramid Health) | 2 |
| Personal Care Assistants | Merakey | 1 |
| Personal Care Assistants | Tussey Mountain Middle School | 1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Occupational Therapy | Outside Contractor | 30 Hours |
| Physical Therapy | Outside Contractor | 25 Minutes |

District Level Plan

Special Education Personnel Development

Autism

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| Description | <p>Least Restrictive Environment for Children with Autism</p> <p>Staff (special education teachers, regular education teachers, instructional assistants) and parents will participate in professional development activities that will support students with autism in the regular education classroom through instructional strategies, sensory integration, and emotional needs.</p> |
| Person Responsible | Lindsay Cherry |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services, Educational Technology |

Professional Development Details

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|---|--|
| Hours Per Session | 2.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 25 |
| Provider | To be determined |
| Provider Type | Intermediate Unit, School Entity, PaTTAN, Profit Company, Therapists |
| PDE Approved | Yes |
| Knowledge Gain | Staff will learn about the instructional strategies to be used for students with autism. They will be instructed about specially designed instruction, sensory integration, modifications, and accommodations to incorporate in the least restrictive environment. The staff will learn about strategies to incorporate in the least restrictive environment to assist with the emotional and academic needs of a student with autism. |
| Research & Best Practices Base | Professional development will provide opportunities to the staff to gain knowledge of appropriate instructional practices for students with autism in |

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| | the least restrictive environment. Staff will also have the opportunity to reflect and collaborate about the new knowledge gained. |
| For classroom teachers, school counselors and education specialists | <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>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | School Whole Group Presentation Department Focused Presentation |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> |
| Evaluation Methods | <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>Participant survey</p> |

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| | <p>Review of written reports summarizing instructional activity</p> <p>The Northern Bedford County School District will increase the percentage of time that students with autism spend in the regular education classroom by 2% over the period of this plan.</p> |
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Behavior Support

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| Description | <p>De-escalation Training, Positive Behavior Supports</p> <p>Staff (special education teachers, regular education teachers, school counselors, principals, instructional assistants) will participate in professional development activities in de-escalation techniques. Parents and the PA State Police will also be invited to attend de-escalation training. Special education teachers will receive training in Functional Behavioral Assessments. The staff will have training in Positive Behavior Support Plans(PBSP). The PBS plans will be implemented per needs of students, buildings, and district wide. Special Education Teachers will document the PBS plans along with implementation of IEPs. Administrators may create building and/or district wide PBS plans based upon need to ensure the success of all students.</p> |
| Person Responsible | Lindsay Cherry |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

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|---|--|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 25 |
| Provider | To be determined |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Staff and parents will gain knowledge of appropriate techniques and programs to support positive student behaviors. |
| Research & Best Practices Base | Northern Bedford has implemented School Wide Positive Behavior Intervention. Trainings will provide staff and parents the opportunity to reflect on their current practices as well as current positive behavior |

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| | support programs. Trainings will assist in generating new ideas based on best practices presented to improve student behaviors. |
| For classroom teachers, school counselors and education specialists | <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | Administration and staff will track discipline referrals and develop strategies for improving student behaviors based upon the trainings provided. |
| Evaluation Methods | <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>The Northern Bedford County School District will decrease the number of discipline referrals for students with disabilities by 5% over the</p> |

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| | period of this plan. |
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Paraprofessional

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| Description | <p>Supporting Students with Disabilities in the Least Restrictive Environment</p> <p>Paraprofessionals will complete twenty hours of professional development each year of this plan. Professional development activities include: First Aid and CPR, de-escalation training, making accommodations/modifications, confidentiality, legal updates, and assisting teachers and students in the classroom setting.</p> |
| Person Responsible | Lindsay Cherry |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services, Educational Technology |

Professional Development Details

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|--|---|
| Hours Per Session | 2.0 |
| # of Sessions | 10 |
| # of Participants Per Session | 13 |
| Provider | To be determined |
| Provider Type | Multiple Providers |
| PDE Approved | Yes |
| Knowledge Gain | Paraprofessionals will gain knowledge that can be incorporated in their daily activities while assisting students and teachers in the classroom setting. |
| Research & Best Practices Base | By providing paraprofessionals with professional development, they will gain critical knowledge and skills to assist students with disabilities. |
| For classroom teachers, school counselors and education specialists | <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</p> |

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| | <p>students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | Series of Workshops |
| Participant Roles | <p>Paraprofessional</p> <p>Parents</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | Peer-to-peer lesson discussion |
| Evaluation Methods | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity • Paraprofessionals receive certificates of completion. The district office compiles the list of professional development activities completed and tracks the hours. Paraprofessionals will receive at least 20 hours of professional development per school year during the period of this plan. Paraprofessionals will achieve at least a "meets requirements" rating yearly over the period of the plan on the school district's evaluation form. |

Reading

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| Description | <p>Instructional Strategies to improve comprehension at all reading levels</p> <p>Staff will participate in professional development activities that will address</p> |
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| | differentiated instruction and reading instruction as part of assisting in the development of instructional strategies to assist students in the improvement of comprehending materials that are read. |
| Person Responsible | Lindsay Cherry |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

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|--|--|
| Hours Per Session | 2.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 30 |
| Provider | To be determined |
| Provider Type | Intermediate Unit, School Entity, PaTTAN, Profit Company, Therapists |
| PDE Approved | Yes |
| Knowledge Gain | The staff will gain knowledge in the following areas: differentiated instructional strategies, reading instructional strategies, supporting learners with special needs, and interpreting data to create an action plan. K-2 staff will be involved with Dyslexia Pilot that is grant funded. Northern Bedford will have instructional coaches that will support the regular education and special education classrooms. |
| Research & Best Practices Base | Professional development will offer staff the opportunity to gain advanced techniques to support students in literacy. Teachers will be able to reflect on current practices and incorporate innovative new ones. |
| For classroom teachers, school counselors and education specialists | <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> |

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| For school or LEA administrators, and other educators seeking leadership roles | <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> |
| Training Format | <p>Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences</p> |
| Participant Roles | <p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p> |
| Follow-up Activities | <p>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</p> |
| Evaluation Methods | <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 Participant survey</p> <p>Students that have a reading goal on their IEP will have a 3% increase in their PSSA scores over the period of this plan. Students with a reading goal at the high school level will show proficiency on their Keystone</p> |

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| | Literature examination during the period of this plan. |
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Transition

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| Description | Education/Training/Employment Beyond High School Special education teachers will learn about developing collaboration between students, parents, schools, and community resources in order to develop a transition plan for students. Professional development activities will include ways to support students through educating them about designing career goals. Professional development will provide opportunities to become more knowledgeable regarding community resources and post-secondary schools. Special education teachers will learn about the supports within community resources and post-secondary schools. |
| Person Responsible | Lindsay Cherry |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services, Educational Technology |

Professional Development Details

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|---|---|
| Hours Per Session | 2.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 15 |
| Provider | To be determined |
| Provider Type | IU, PaTTAN, Non-profit organizations, college, technical schools, individual |
| PDE Approved | Yes |
| Knowledge Gain | The staff will gain knowledge of implementing effective practices for transition. The staff will understand the importance of working collaboratively with students, parents, agencies, and the post-secondary school representatives in developing and achieving appropriate transition goals. |
| Research & Best Practices Base | Professional development in the area of transition provides staff with the opportunity to gain important knowledge for assisting students and meeting their needs. Staff will have the opportunity to reflect and |

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| | collaborate during professional development sessions. |
| For classroom teachers, school counselors and education specialists | <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> |
| For school or LEA administrators, and other educators seeking leadership roles | <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> |
| Training Format | <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p> |
| Grade Levels | <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> |

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| | <p>Analysis of student work, with administrator and/or peers</p> <p>Journaling and reflecting</p> |
| Evaluation Methods | <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>The Northern Bedford County School District will increase the amount of students with disabilities attending a post-secondary school/training by 5% over the period of this plan.</p> |

Special Education Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer