

Bedford Area SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

330 E John St
Bedford, PA 15522
(814)623-4290
Superintendent: Allen Sell
Director of Special Education:

Planning Committee

Name	Role
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Core Foundations

Special Education

Special Education Students

Total students identified: 270

Identification Method

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

The Bedford Area School District currently uses the discrepancy model to identify students with specific learning disabilities. In accordance with Chapter 14 Regulations and the PA Guidelines for Identifying Students with SLD, a multidisciplinary evaluation team considers evaluation data as they relate 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 examines the extent to which the student is not achieving adequately relative to age or 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, or mathematics problem solving. The team documents and considers multiple sources of data related to the student's level of academic achievement, including results of the PSSA, 4Sight, universal screenings, classroom observations, curriculum-based assessments, and norm-referenced achievement tests. A student's achievement must be significantly below age- or grade-level standards (e.g., approximately the 10th percentile on a norm-referenced test) to meet this criterion.

Second, the team considers 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. A predicted achievement model is utilized so that regression to the mean is considered. A severe discrepancy is generally considered to exist when the student's actual achievement is approximately one standard deviation below his or her predicted achievement. The team may also consider significant disparity between academic skills as evidence of a pattern of strengths and weaknesses relative to age or grade.

The Bedford Area School District endeavors to ensure that all students receive appropriate instruction. Bedford Elementary School has implemented an early intervening program

designed to identify struggling learners in the regular education setting and provide them with research-based interventions and regular progress monitoring. Bedford Middle School and Bedford Senior High School provide interventions to individual students in the regular education environment as needed. The interventions provided within the schools are used to rule out a lack of appropriate instruction in reading and math as the primary cause of a student's learning difficulties.

Finally, the team reviews all other exclusionary factors to determine whether the primary reason for the student's inability to meet age and grade level standards is related to vision, hearing, or orthopedic impairments; intellectual disabled; emotional disturbance; cultural factors; limited English proficiency; or environmental or economic disadvantage. A student cannot be identified as having a learning disability if any of these factors is the primary cause of his or her learning problems.

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: <http://penndata.hbg.psu.edu/BSEReports>

Not significantly disproportionate.

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 Bedford Area School District is not a host district for any institutions 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).

The Bedford Area School District works collaboratively with the Bedford County Prison to provide a quality educational program to eligible students with disabilities. This program operates under the guidance of the Appalachia Intermediate Unit 8, to whom the district contracts for services at the prison. Comprehensive referral and identification procedures have been developed to ensure that all eligible students with disabilities are provided a FAPE. IU8 procedures for ensuring FAPE include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under *Brian B. v. Commonwealth of PA*. Students are interviewed and asked to participate in the program. The IU contacts the district of residence for records and to coordinate the course of study for students. Based on their screening results, the IU conducts an evaluation, when appropriate, in accordance with Chapter 14 & IDEA requirements and procedures. For identified students, their IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

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 Bedford Area School District is committed to providing a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Once a student has been determined eligible for and in need of specially designed instruction, the IEP team works collaboratively to develop a comprehensive plan based on the child's unique present educational levels, strengths, and needs. The IEP team follows a progression of activities during the IEP development. The discussion of educational placement occurs only after the determination of present educational levels, strengths, needs, specially designed instruction, related services, and participation in the general education program are addressed.

The Bedford Area School District strives to educate all students with disabilities in the regular education program to the maximum extent appropriate. When determining how to best meet a student's individualized goals and objectives, the IEP team begins with a discussion of providing a student's educational program in the regular education environment with supplemental aides and services. For example, the following supplementary aids and services often used throughout the Bedford Area School District:

Collaborative

- Coteaching
- Professional development supporting coteaching
- Professional development for paraprofessionals
- Collaboration between community agencies and the school district

Instructional

- Modified curricular goals
- Test modification
- Assistive technology and/or alternative materials
- Instructional adaptations such as repeating directions, re-teaching, word banks, extra time for responding, and cueing.
- Reader services

Physical

- Specific seating arrangements
- Adaptive equipment
- Structural Aids

Social-Behavioral

- Social Skills Instruction
- Modification of rules and expectations
- Individualized behavior support plans
- Peer supports

Only after the IEP team has determined that success in the regular education program is not possible (even with the provision of supplementary aids and services) may it discuss placement in a more restrictive environment. The district recognizes that a child may need to be removed from the

regular education classroom for a period of time to meet his/her educational needs. Under these circumstances, the district is committed to providing alternative opportunities for students with disabilities to interact with non-disabled peers to the maximum extent appropriate.

The Bedford Area School District explores all aspects of regular education before considering levels of intervention. The district is committed to utilizing all building resources as a first priority in order to ensure the least restrictive environment for students with disabilities. As of 2013-2014, 78.4% SE inside regular class 80% or more, 6.7% SE inside regular class < 40%, and 5.9% SE in other settings.

The district is committed to continued expansion of inclusive practices in Grades K-12. The district has arranged the school schedule to include morning meeting time, 30 minutes each day, where grade level teams can meet and discuss needs of all students having academic and/or behavioral difficulties.

At the elementary level, special education teachers use a variety of instructional practices in order to best meet the needs of their students. Additionally, Bedford Elementary utilizes a variety of programs such as RtII, Wilson Reading, and Read Naturally to name a few. Also, special education has access to current technologies such as iPads and apps, which offer students a variety of ways to interact with the curriculum. Moreover, IEP teams develop IEPs with robust specially designed instruction sections to better meet the needs of students with learning disabilities in the regular education classroom. Finally, in the 2012-2013 school year, Bedford Elementary introduced coteaching as an approach to better integrate students with learning disabilities in regular education.

Bedford Middle School employs many of the same approaches as Bedford Elementary School. Additionally, Bedford Middle School has a model coteaching program, which enjoys considerable support from regular and special education teachers. The administrators play a pivotal role in the execution of special education programs and serve as the chief advocates for coteaching.

The high school staff is constantly arranging and rearranging their schedules in order to have scheduled times and subject areas where services are provided in the general education classroom to assist students with disabilities. The high school developed an advisor/advisee program to guide students in scheduling choices and senior projects as well as offer remediation as necessary.

Assistive devices are utilized throughout the district in order for students to gain independence while participating in the general curriculum. For example, students with disabilities have easy access to iPads and numerous apps. Additionally, students have access to other computer software and internet-based programs to assist them. Students with hearing difficulties may have an FM System to aid in their classrooms when material is presented orally. Moreover, blind or visually impaired students are provided with instructional materials in Braille, audio, and/or enlarged print depending on their needs.

Finally, professional staff is constantly assessed for professional development needs. Recently, the district contracted with a professor from Duquesne University to provide professional development in inclusive education. Moreover, the district is committed to continuing to provide workshops and conferences for general and special education staff in order to promote the success of students with disabilities in the least restrictive environment.

Behavior Support Services

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

The district strives to implement positive behavioral support practices for all students with disabilities. Any identified student who exhibits significant behaviors that interfere with appropriate functioning within educational settings will have a plan for behavior support included in the IEP. As part of their plan and in accordance with board policy, the district employs techniques to (1) modify the contextual influences of behavior, (2) teach socially appropriate alternative skills, and (3) reduce problem behaviors. If a student continues to demonstrate challenging behaviors, the district will pull together the IEP team to determine if any adjustments are necessary to the student's current plan or if a new Functional Behavioral Assessment is needed to determine if a new positive behavioral support plan needs to be developed. Manifestation Determinations are completed prior to changing a child's placement due to behavioral concerns.

Staff members from the Bedford Area School District have participated in training sessions that support a comprehensive school-wide positive behavior support. A variety of components that are implemented within the district would include: consistent behavioral expectations throughout the district, structured approach to address attendance and mental health concerns, expanded Student Assistance Program, effective school-family partnerships and communication, establishment of mentoring relationships for all students, identification of individualized incentives for improved attendance and behavior, and transitional supports for students as they move from elementary to middle school and middle school to high school.

The special education department works collaboratively with regular education staff and administrators to provide appropriate training regarding the implementation of positive behavioral support practices. Positive measures form the basis for any behavioral support plan and suspension is utilized only when less restrictive interventions are not successful or the student poses a danger to the safety and welfare of others. The district has also been diligent in supporting individuals by allowing them to participate in training opportunities such as non-violent crisis prevention (CPI) training. This intervention program focuses on the concept of positive de-escalation techniques when dealing with challenging behaviors.

Moreover, the Bedford Area School District has established positive working relationships with a variety of community agencies that support students within the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs.

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 Bedford Area School District is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Once a student has been determined eligible for and in need of specially designed instruction, the IEP team works collaboratively to develop a comprehensive plan based on the child's unique present educational levels, strengths, and needs. The IEP team follows a progression of activities during the IEP development. The discussion of educational placement occurs only after the determination of present educational levels, strengths, needs, specially designed instruction, related services, and participation in the general education program are addressed.

The Bedford Area School District strives to educate all students with disabilities in the regular education program to the maximum extent appropriate. When determining how to best meet a student's individualized goals and objectives, the IEP team begins with a discussion of providing a student's educational program in the regular education environment with supplemental aides and services. Only after the IEP team has determined that success in the regular education program is not possible (even with the provision of supplementary aids and services) may it discuss placement in a more restrictive environment. The district recognizes that a child may need to be removed from the regular education classroom for a period of time to meet his/her educational needs. Under these circumstances, the district is committed to providing alternative opportunities for students with disabilities to interact with non-disabled peers to the maximum extent appropriate.

The district utilizes research based effective practices designed to improve student performance and will continue to foster the use of evidence based practices among special education teachers, regular education teachers, parents, administrators, and paraprofessionals. The district supports inclusive opportunities for all students, while also offering a continuum of service options including Speech/Language Support, Learning Support, Life Skills Support, Emotional Support, Hearing Support, and School-to-Work initiatives. The availability of these services within the district allows us to educate the majority of students within the home district. The district contracts with local IU 8 for the provision of services that cannot be supported by our internal resources, including Multiple Disabilities Support, Autistic Support, and Vision Support. Additionally, the district contracts with CAMCO to provide Occupational and Physical therapy.

The BASD works collaboratively with the IEP team and local community agencies to determine appropriate supports and services for difficult to place students. The district offers a variety of alternative educational settings available for students who demonstrate significant needs, both within the district and in the community. If the district is unable to meet the student's needs either

through internal programs, or with the assistance of the local intermediate unit, the district will utilize community agencies for support and assistance. Those agencies include Extended Family Academy, Nulton Diagnostics, MH/MR, Children and Youth, ACRP, Laurel Springs, and Manito, Inc. Also, BASD works with the other county schools to find appropriate placements for students. The BASD utilizes an intensive interagency approach and works collaboratively with IU08 and the Bedford County CASSP (Children and Adolescent Service System Program) program for students when the district encounters placement difficulties in the provision of FAPE. One of the district's primary focuses is on building local capacity to meet the needs of all students with disabilities.

Procedures that are followed regarding difficulties in ensuring a FAPE are: 1) District convenes an IEP team meeting in order to review that all district programming options are being utilized. At these IEP meetings, the team needs to appropriately identify the needs of the students and what layers of support are available. 2) Once all options have either been attempted or ruled out, the district will begin looking for additional placement options by first contacting neighboring school districts to explore possible programs that can meet the needs of the referred student (s). Next, the district contacts the IU 8 and other educational placement centers located as close to our region as possible for placements. Once placement is found, the district contacts the parent (s) or guardian (s), schedules a tour of the placement center, then holds an IEP meeting to finalize required paperwork and secure placement.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Bedford Area School District is committed to providing a Free, Appropriate Public Education (FAPE) for all students with disabilities in the least restrictive environment. The district offers a wide variety of supports and programs to meet the diverse needs of all students. To this end, the district provides a full continuum of services for students with disabilities. Ultimately, the goal of the district is to educate students with disabilities to the maximum extent appropriate, while providing an educational benefit, with non-disabled peers in the regular education environment.

In the spring of 2012, the Bedford Area School District formed a 12 member committee consisting of regular education teachers, special education teachers, school administrators, the school psychologist and parents of students with disabilities to investigate special education in the school district using Appreciative Inquiry. The team's first task was to explore the strengths of the Bedford Area School District's special education program. First, committee members interviewed each other. After completing this interview, committee members presented their findings to the rest of the team. Next, each committee member interviewed three additional stakeholders from the educational community. Therefore, information was collected from 48 district stakeholders. After conducting the interviews, the findings were shared with the entire group. Next, the committee developed word walls to group the findings and to facilitate conversation about the district's special education program. Following the development of word walls, the committee developed statements and action

plans capturing the future direction of special education in the district. Finally, the committee made commitments to realizing these statements and enacting the action plans.

The interviews amongst the team members and community stakeholders provided considerable information about the strengths and highlights of the district's special education program. The committee identified that the school district uses a team approach to meeting students' individual needs. The school district works with all members of the IEP team to develop an individualized plan to meet students' needs. Committee members found that across the district, teachers meet to talk about how best to help students with disabilities. Communication is important and collaboration is valued across the district.

Also, the committee found the school district employs a robust early intervention program. The program remediates any deficiencies in student learning as well as ensures students receive appropriate instruction before referring students for an evaluation for special education. Hence, the school district's application of early intervention services highlights its efforts to support all struggling learners and its commitment to providing appropriate instruction.

Additionally, the committee found that the district endeavors to educate students in the least restrictive environment. For example, co-teaching is employed at all grade levels and the district offers individualized specially designed instruction in order to provide students with disabilities with maximum exposure to the regular education curriculum. Also, the district strives to make decisions based on accurate and timely data, which allows for optimal application of services and supports to meet students' needs. The district is proud of its commitment to students with disabilities and seeks to fully integrate students to the maximum extent possible.

The committee found that the district ponders the outcome of students with disabilities. Committee members encountered considerable concern amongst staff members for the physical, emotional, and social well-being of students with disabilities. Building confidence in students with disabilities is valued by the district. Equally important, the district seeks to prepare students for life after school and fosters sufficient independence necessary for success later in life. One of the ways the district accomplishes the goal of preparing students for life and building confidence is through relationships. The school district's special education staff endeavors to have positive relationships with students and their parents. For example, committee members found that parents describe special education teachers as attentive to their children. In addition to positive relationships, the school district is committed to students with disabilities. The committee found that the special education staff demonstrated a high-level of commitment to students with disabilities in an effort to ensure students do not get lost in the system. Also, the committee found that parents valued the special education staff's deep commitment. For example, parents described the staff as (a) responsive, (b) persistent, (c) attentive, and (d) impactful. Clearly, the school district demonstrates its commitment to special education by establishing supportive relationships and expressing genuine concern for the future of students with disabilities.

The committee also found that training is important to the special education department. The committee found that special education teachers are confident and feel that they have enough experience and training to meet any issues encountered while serving students. Additionally, teachers believe they have a good understanding of special education paperwork i.e. IEPs, NOREPs, etc. Moreover, the school district continues to offer additional trainings annually to develop and refresh staff's knowledge of special education. For example, during the 2011-2012 school year staff

received training in iPads, inclusion, and special education paperwork. The school district values professional development.

In closing, the committee's investigation into the strengths and highlights of special education in the Bedford Area School District produced an insightful list grounded in the perceptions and experiences of members of the district's educational community.

Assurances

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
Bedford County Prison	Incarcerated	Intermediate Unit 08 provides all services for incarcerated students	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Chestnut Ridge School District	Neighboring School Districts	Life Skills Support, grades K through 2nd grade	4
Everett Area School District	Neighboring School Districts	Life Skills Support, grades 8 through age 21 (3 separate programs: middle school, high school and post high school)	13
Extended Family Academy	Other	Emotional support with education provided by IU 08	7
NHS Autistic and Emotional Support	Other	Autistic and emotional support	5
Nulton Diagnostics	Other	Partial Hospitalization	2
Manito	Other	Alternative education setting for disabled and nondisabled students due to significant behavioral concerns	2
Pressley Ridge	Other	Emotional support, deaf and hearing impaired, autistic	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (MB)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	12	1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2015

Reason for the proposed change: Update caseload and changed FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (KE)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.25
Bedford Elementary School (KE)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	9	0.75

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2015

Reason for the proposed change: Updated caseload and changed FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (JH)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.25
Bedford Elementary School (JH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	13	0.75

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Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload and changed FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (LS)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	1	0.25
Bedford Elementary School (LS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	18	0.75

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload and changed FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Middle School (AC)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.25
Bedford Middle School (AC)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	22	0.75

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Bedford Middle School (JW)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	13	1
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Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload and changed FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Middle School (BR)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 14	11	0.75
Bedford Middle School (BR)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	1	0.25

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Middle School (PH)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	14	0.8
Bedford Middle School (PH)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	2	0.2

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 9, 2015*Reason for the proposed change:* Updated caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (CT)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 17	20	0.7
Bedford High School (CT)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	1	0.3

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (DB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.7
Bedford High School (DB)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.3

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (LM)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.35
Bedford High School (LM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	19	0.65

Program Position #12*Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (SC)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	19	0.65
Bedford High School (SC)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	1	0.35

Program Position #13

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: March 9, 2015

Reason for the proposed change: No longer a middle school vision support student

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (KR)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 21	3	0.16

Justification: The BVIS teacher either provides individual instruction or instruction to groups within the appropriate age range.

Program Position #14

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 9, 2015

Reason for the proposed change: Updated caseload and changed FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford High School (AD)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	3	0.5

Program Position #15

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (BM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	2	0.18
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford Middle School (BM)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 16	2	0.27
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford High School (BM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 20	2	0.27
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #16

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (HS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford Middle School (HS)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 16	2	0.04
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford High School (HS)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 21	6	0.12
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (HS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	23	0.45
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford Middle School (HS)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 16	11	0.2
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford High School (HS)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 20	5	0.11
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bedford Elementary School (JP)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	45	1
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Bedford Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	6	0.22
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford Middle School (CB)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 16	3	0.28
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
Bedford High School (CB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 21	11	0.5
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District wide	0.5
School Psychologist	District wide	1
Transition Coordinator	District wide	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Sign Language-IU 08	Intermediate Unit	5 Days
Stepping Stones Speech, Language, & Learning	Outside Contractor	2 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Topic: Educating Autistic Students in the Least Restrictive Environment Special education teachers, regular education teachers, and parents of autistic students will participate in professional development focusing on supporting the instructional and emotional needs of autistic students.
Person Responsible	Paul Ruhlman
Start Date	9/3/2012
End Date	6/1/2015
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	1
# of Participants Per Session	20
Provider	To be determined when scheduled
Provider Type	Provider will be determined closer to the time of the training.
PDE Approved	Yes
Knowledge Gain	Special Education teachers and regular education teachers will learn about the characteristics of autism. Additionally, staff will learn about appropriate specially design instruction, modifications, and accommodations that allow students with autism to function in the least restrictive environment. Moreover, staff will learn about the emotional needs of autistic students and techniques for meeting those needs in the regular education environment.
Research & Best Practices Base	Professional development will offer special and regular education teachers knowledge of appropriate instructional practices necessary for students to function in the least restrictive environment. Additionally, professional development will allow teachers to discuss new approaches and reflect on current approaches.

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	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists 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>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Participant survey The Bedford Area School District will strive to increase the percentage of autistic students placed in regular education by 2% annually for each year of this plan.</p>

Behavior Support

Description	Topic: Deescalation Training
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	Special education teachers, regular education teachers and parents will participate in professional development in deescalation. Additionally, special education teachers will receive training in developing Functional Behavioral Assessment and PBSPs.
Person Responsible	Paul Ruhlman
Start Date	9/3/2012
End Date	6/1/2015
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	1
# of Participants Per Session	20
Provider	To be determined when scheduled
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional development will offer special and regular education teachers knowledge of appropriate techniques and programs to support positive student behavior.
Research & Best Practices Base	Professional development will offer special and regular education teachers knowledge of appropriate techniques and programs to support positive student behavior. Also, professional development will allow building staff to reflect on their current behavior support programs and generate new ideas based on current best practices in an effort to improve student behavior.
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	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Building principals and staff will reflect on student behavior and brainstorm ideas for improving student behavior.
Evaluation Methods	Participant survey The Bedford Area School District will decrease the number of suspensions of students with disabilities by 3% annually for each year of the plan.

Paraprofessional

Description	<p>Topic: Inclusive Education: Supporting Students with Disabilities in the Least Restrictive Environment</p> <p>All paraprofessionals will complete 20 hours of professional development annually over the life of this plan. Professional development will include non-violent crisis intervention, first aid and CPR as well as professional development provided by the UI and PaTTAN. Additionally, the district will periodically identify specific areas in which paraprofessionals require training. Those areas include trainings in disabilities harassment, reading interventions, and legal updates.</p>
Person Responsible	Paul Ruhlman
Start Date	9/3/2012

End Date	7/1/2015
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	20.0
# of Sessions	10
# of Participants Per Session	15
Provider	Multiple Providers
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Paraprofessionals select from a variety of professional development opportunities provided by PaTTAN for paraprofessionals.
Research & Best Practices Base	Professional development will allow paraprofessionals to gain important knowledge and skills necessary for serving the district's students.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
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	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Online-Asynchronous Offsite Conferences
Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Paraprofessionals receive certificates from professional development providers.

Reading NCLB #1

Description	Topic: Supporting Struggling Readers Special Education teachers will participate in professional development as part of the Keystones to Opportunity Grant. Additionally, teachers will receive two H.E.A.T. observations during the school year.
Person Responsible	Dr. Dan Webb
Start Date	8/20/2012
End Date	6/1/2015
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	7.0
# of Sessions	8
# of Participants Per Session	60
Provider	Appalachian UI 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	The special education teachers will gain knowledge in the following areas: (a) making data-driven decisions in literacy, (b) the literacy continuum, (c) supporting learners with special needs in literacy, (d) delivering content to ELL students and (e) engaging families.
Research & Best Practices Base	Professional develop will offer special education teachers knowledge of new and advanced techniques to supporting students in literacy. Additionally, the training will allow special education teachers to reflect on current practices and develop new skills as needed. The teachers will also

	<p>receive two H.E.A.T. observations annually that will measure teachers' implementation of new skills. The H.E.A.T. observation will examine the following areas (a) high-order thinking, (b) engaged learning, (c) authentic connections, and (d) technology use. Additionally, special education teachers will have opportunities to discuss lesson plans and new techniques with peers and administrators.</p>
<p>For classroom teachers, school counselors and education specialists</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>For school or LEA administrators, and other educators seeking leadership roles</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>Training Format</p>	<p>Series of Workshops</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>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</p> <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>
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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>The Bedford Area School District will strive to increase the percentage of students with disabilities scoring proficient and/or advanced by 3% annually for each year of the plan.</p>

Transition

Description	<p>Topic: Indicator 13</p> <p>All special education teachers who work collaboratively with IEP teams to develop transition as part of section III of IEPs will take part in Effective Practices for Secondary Transition professional development. As part of this training, staff will learn about developing collaboration between the parents, school, and community agencies. Additionally, the district will support "stepping forward" events where various community agencies assist and educate the school and parents about various programs for students with disabilities during and following the completion of their individualized education plan.</p>
Person Responsible	Paul Ruhlman
Start Date	9/3/2012
End Date	6/1/2015
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per	14

Session	
Provider	Appalachia Intermediate IU08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers will gain know on using assessments and progress monitoring, implementing effective practices for transitions, and important insights into working collaboratively with students, families, and agencies. Additionally, teachers will learn about writing present levels of achievement and functional performance, and developing measurable annual goals.
Research & Best Practices Base	Professional develop allows teachers the opportunity to gain important knowledge necessary for serving the district's students. Additionally, the teachers will participate in self-reflection, which is vital for adult learning.
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	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals

	School counselors Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Journaling and reflecting
Evaluation Methods	The Bedford Area School District will strive to increase the percentage of students with disabilities who meet and/or working on completing their post secondary goals by 3% annually for each year of the plan.

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.

Affirmed by Tom Bullington on 3/17/2015

Board President

Affirmed by Allen Sell on 3/17/2015

Superintendent/Chief Executive Officer