

Bedford Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

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

Planning Process

In October of 2018, the administrators of the Bedford Area School District began planning for the upcoming comprehensive planning cycle. The district renewed its commitment to employing the appreciative inquiry (AI) process as its methodology for comprehensive planning. District administrators reviewed the AI process and formulated questions for each of the district's four subcommittees including special education, safe and supportive schools, professional development, and technology.

In November of 2018, administrators began to identify potential participants for the upcoming comprehensive planning cycle. Moreover, the district reviewed the required participants per the Pennsylvania School Code.

In December of 2018, the Bedford Area School District invited stakeholders to attend the district's comprehensive planning sessions beginning on January 24, 2019 at Bedford High School. The district invited 45 participants to attend the opening session of comprehensive planning. The participants included teachers, guidance counselors, administrators, support staff, parents, students, community members, business representatives, board members, and a school psychologist.

The planning process began with a dinner and presentation about the history and importance of comprehensive planning at Bedford Area. The presentation also explain the AI planning process. Following the presentation, planning participants divided into their four subcommittees. The participants gather data using AI interviews. Next, the participants organized the data on large sheets of paper in preparation for future analysis. Finally, participant received directions about completing three additional AI interviews with members of the Bedford Area educational community.

On February 21, 2019, the participants continue the planning process at Bedford High School. Participant began the evening working in their assigned subcommittees. The participant organized the new data collected using AI interviews. Next, the participants worked in teams to analyze the data looking for reoccurring themes. Using this themes, the participants created statements for the future of the district.

On February 28, 2019, the participants returned for their final session of comprehensive planning. The subcommittees review the statements for the future of the district seeking consensus. Next, the participants analyzed the data for themes revealing the district's best practices for success. Using the district's best practices as models of successful past implementations, the participants worked to develop action steps for the recently created statements for the future of the district. Finally, the four subcommittees presented the statements for the future and action steps to the entire planning committee in order to create consensus among all members regarding the district's future direction.

Mission Statement

SELL Success: Students Empowered for Life Long Success

The Bedford Area School District is committed to the 3 C's plus 1: Content, character, connection plus caring builds the pyramid of life-long learning. We value the teaching of content and the modeling of good character. Students who are connected to education are more eager to participate in their own learning. We create the learning climate where caring about students and each other is the expectation.

Vision Statement

To customize education so every student will EXCEL.

The Bedford Area School District Vision is encompassed in the following eight indicators.

1. The curriculum of the District is flexible and meets the needs of all students.
2. Assessment shows real-time performance data that is continuously used to determine the effectiveness of instruction for individual students.
3. The capital investments of the District (grounds, buildings, equipment, and vehicles) are planned for and maintained to be safe, to meet the needs of various programs, and to create a positive educational atmosphere for both students and community.

4. Stakeholder groups within the community are involved in various aspects of the school program.
5. Instruction is individualized, incorporating the best-known practices of the time and possessing the flexibility to accommodate various learning styles.
6. Leaders in the District are dynamic and passionate individuals who embrace the core values, beliefs, and mission of the District. Decisions are future focused, data driven, and student centered.
7. Personnel are high qualified and demonstrate integrity, compassion, trust, and respect for others in the learning community. Personnel utilize technology to expand learning opportunities beyond the school walls. Data-informed decisions drive instruction for individual student success.
8. Technology is an integral part of every classroom, enhancing learning opportunities and linking students to worldwide educational opportunities.

Shared Values

About Educators and Teaching, we believe that:

Educators must be passionate about their subjects and compassionate toward students.

Educators embrace all aspects of professionalism and the "Educator's Code of Conduct."

Effective educators set high and realistic expectations for all students.

Future-focused educators provide opportunities for all students to become self-directed learners.

About Students and Learning, we believe that:

All students possess the ability to learn.

All students possess a natural desire to learn.

Students learn best when learning is relevant and interesting.

Students learn in different ways and at different times.

About Learning Communities, we believe that:

A learning community extends beyond the walls of the school buildings.

Education is a learning community responsibility.

A learning community nurtures learning as an ongoing journey for everyone.

The community that values education prospers.

Successful people consistently demonstrate character and act on the following values:

Trustworthiness- They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.

Loyalty- They support friends and their profession in good times and bad times on the basis of positive values.

Fairness- They treat other people fairly, with respect, tolerance, acceptance, and equity.

Compassion- They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.

Citizenship- They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.

Work Ethic- They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on results of their efforts and applying what they've learned to new endeavors.

Integrity- They understand, consider, and accept the impact and consequences of personal actions and decisions.

Educational Community

The Bedford Area School District is a rural district located in Bedford County Pennsylvania. The school community represents four boroughs and six townships, covering 300 square miles. The district enrollment is approximately 1900 students, organized in one K-5 elementary school, one 6-8 middle school, and one 9-12 senior high school. The Bedford Area School District is located within the county seat for Bedford County and approximately 102 miles West of the State Capitol, Harrisburg. This rural county housed a population of approximately 49,739 residents in 2011; of the total population in Bedford County, approximately 16,900 residents live in the Bedford Area School District. The county population for 2011 shows limited diversity: 98.2% are white, .6% are black, .2% are American Indian, and .2% Asian. The median household annual income for the county is \$40,249.00 with 13.5% of the population falling below poverty levels between 2006 and 2010. The Bedford Area School District averages between 1,800-2,000 students from kindergarten to grade 12. The median resident age is 39.5 as compared to Pennsylvania's median age of 38.

County employment is served by a variety of establishments including: administrative 5%, professional 5%, wholesale 5%, manufacturing 9%, information 3%, real 2%, accommodation 14%, health 14%, retail 30%, and other 12%. People in Bedford County are employed mostly in manufacturing making up 32% of the overall work force; with the following breakdown of other types of work: retail 23%, accommodation 15%, arts 1%, health 14%, professional 2%, information 2%, wholesale 3%, and administrative 3%. Bedford County industries includes: Bedford Reinforced Plastics, Creative Pultrusions, Blue Triangle Hardwoods, New Enterprise Stone and Lime Co. Inc., Walmart Stores Inc., Smith Transport, Inc., Corle Building Systems, Rex Heat Treat, Rockland Manufacturing, Green Garden, Kennametal, Inc., Lampire Biological Laboratories, Inc., and MDL Manufacturing, Inc. The top 20 employers in the area are: Walmart, State Government, New Enterprise, Kennametal, UPMC, Omni Springs Resort, REI, Thomas Automotive, Bedford Plastics, Bedford School District, Blue Knob Resort, County Commissioners, Gateway Travel Plaza, Chestnut Ridge Schools, Everett Schools, Sac Oil, Tussey Mountain Schools, Northern Bedford Schools, and Creative Pultrusions.

Bedford School District offers students a full range of curricula aligned to the PA State Standards and PA Common Core Standards. Learning opportunities begin in pre-k by private providers and are then picked up by the district from kindergarten to grade 12. Students are supported by a fully functional special education and gifted program. In addition, Bedford students have the ability to select courses from other high schools in the area, senior challenge opportunities, or Allegheny College of Maryland course work. The school system is complete with it's own psychologist, special education director, and principals to manage each building. Average class sizes range from 18-25/teacher with fully certified and highly qualified staff in all teaching positions. The community is very supportive of education and

participates fully in the Senior Challenge Program that allows students to customize their education during the senior year and to work out in the community once graduation requirements have been met.

According to Parent Surveys conducted by the Bedford School District during the spring of 2012, the parents, students, and teachers entered responses that indicated they are mostly happy with the overall education provided by the District. Parents responded to the following questions with the corresponding percentages: free and open communication exists-88%, parents are kept informed of student progress-85%, effective principals-93%, good instruction is most important-88%, teachers set high standards-87%, and the school is meeting the educational needs of students-87%. Staff surveys indicated the following: all cultures are treated fairly-91%, parents and staff is proud of the physical plant-91%, consistently communicate high expectations-88%, teachers differentiate curriculum-93%, and instructional effectiveness is the highest priority-92%. Students responded to the survey in the following manner: I feel safe at this school-94%, I feel like I belong- 84%, school is preparing me well for after HS- 78%, I am treated with respect-90%, what I learn is relevant to real life-70%, I think this is a good school- 90%, and participation in extra curriculums-78%.

Planning Committee

Name	Role
Shane Bingman	Administrator : Professional Education
Betsy Littlefield	Administrator : Professional Education
Mark Pennabaker	Administrator : Professional Education Schoolwide Plan
Paul Ruhlman	Administrator : Special Education Schoolwide Plan
Allen Sell	Administrator : Professional Education Schoolwide Plan
Kevin Steele	Administrator : Special Education Schoolwide Plan
Mike Trimeloni	Administrator : Professional Education Schoolwide Plan
Tom Bullington	Board Member : Professional Education Schoolwide Plan
Peder Flaan	Board Member : Professional Education Schoolwide Plan
Kyle Kane	Building Principal : Professional Education Schoolwide Plan
Leslie Turkovich	Building Principal : Professional Education Schoolwide Plan
Kevin Windows	Building Principal : Professional Education Schoolwide Plan
Bill Pratt	Business Representative : Professional Education Schoolwide Plan

Gwen Querry	Business Representative : Professional Education
Missy Robinette	Business Representative : Professional Education Schoolwide Plan
Nicole Robinette	Community Representative : Professional Education Special Education Schoolwide Plan
Erin Weyant	Community Representative : Professional Education Schoolwide Plan
John Diehl	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Steven Harmen	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Emily Barkman	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Krista Maola	Ed Specialist - School Counselor : Professional Education
Megan Rose	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Greg Hays	Ed Specialist - School Psychologist : Special Education Schoolwide Plan
Bobbi King	Elementary School Teacher - Regular Education : Special Education Schoolwide Plan
Theresa Montgomery	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Leighann Weyant	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Jessica Pencil	Elementary School Teacher - Special Education : Special Education Schoolwide Plan
Sarah Bordi	High School Teacher - Regular Education : Special Education Schoolwide Plan
Kelsey Lantz	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Scheeler Laura	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Sam Carroll	High School Teacher - Special Education : Special Education Schoolwide Plan
Pete Bordi	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Cody Buterbaugh	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Lori Dunkle	Middle School Teacher - Regular Education :

	Professional Education Schoolwide Plan
Hannah Clites	Middle School Teacher - Special Education : Special Education Schoolwide Plan
Brad Hershey	Parent : Professional Education Schoolwide Plan
Sherry Kendall	Parent : Special Education Schoolwide Plan
Paul Kendall	Parent : Professional Education Schoolwide Plan
Nora Lippencott	Parent : Professional Education Schoolwide Plan
Christy Topper	Parent : Professional Education Schoolwide Plan
Connor Clarke	Student : Professional Education Schoolwide Plan
Lydia Dupont	Student : Professional Education Schoolwide Plan
Emily Ruhlman	Student : Professional Education Schoolwide Plan
Sitara Sandhu	Student : Professional Education Schoolwide Plan
Anna Woodring	Student : Professional Education Schoolwide Plan

Core Foundations

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The PA Future Ready Index does not offer a summative score or designation for schools. Title I schools do receive potential designations, and at this time, no Title I schools within the district have received any designation indicating a lack of achievement. Although the Future Ready Index does not offer a summative score or designation, it does offer numerous data points for schools and school districts. The Bedford Area School District believes in continuous improvement and using the Future Ready Index to evaluate the educational programs for strengths and weaknesses.

Our process for improvement starts immediately following the release of the PA Future Ready Index. The District asks principals to review the data, identify strengths and weaknesses, and then work with building-level teams to create school initiative plans for the future. As part of the school initiative planning process, principals form leadership teams consisting of professional directing connected to the focus area. Next, the principal and their teams form goals for future performance. Next, the principal and their teams develop a specific timeline for implementation, name who is responsible for certain tasks, and identify future measures of success. Finally, the principal and their teams list necessary resources for achieving success. After completing the initiative plans, the principal meets with the superintendent and assistant superintendent to present the plans for the future. The central office administrators ask challenging questions and focus on how they can support the building.

Finally, the assistant superintendent presents the district and building data at a Board meeting in November. During this presentation, the principal publicly discusses the building's strengths and weaknesses including any initiative plans to produce future growth. The Board of Education asks challenging questions and inquires into what resources are necessary to achieve the goals.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The district does employ an elementary counselor that does incorporate a plan to address conflict, but not specifically conflict resolution from a counseling viewpoint. This is done at Bedford Elementary through classroom instruction where the counselor actually teaches a class. Further evaluation of the effectiveness of this process will be necessary before making a change to another model.

Elementary peer helper programs have not been effective in our district utilizing elementary students. There are several programs that are used to bring high school students into the elementary school to provide this type of support. Once again, this will require further research and evaluation of data to determine if our process is less effective than schools utilizing a different approach.

The Bedford Area School District recently received a grant to hire a school police officer. The district initiated this program at the beginning of the 2019-2020 school year.

Finally, the Elementary school began the Student Assistance Program during the 2016-2017 school year.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The majority of referrals for gifted evaluation in the Bedford Area School District are initiated by parents, though teachers often influence a parent's decision to request evaluation. Upon receiving parental consent for evaluation, the district conducts a multidisciplinary gifted evaluation within 60 calendar days. A variety of assessment tools are utilized, including standardized measures of intellectual functioning and academic achievement, as well as parent input, teacher ratings and observations, and a review of the student's grades and performance

on district and state assessments. Upon completion of the evaluation, a GIEP team convenes to determine the student's eligibility according to state gifted regulations.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Most students are located by teacher and/or parent referel.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Not only IQ, but specific giftedness in a variety of areas is considered.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Our students have a variety of options for services in a push in and pull out process. Enrichment and academic challenge in the specific area of giftedness are the goal.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
District-wide SEL curriculum	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The elementary does not provide small group academic counseling but does provide individualized educational counseling as needed. This becomes of higher importance as students have more choices to make regarding the courses they will take.

The Elementary School began employing the Student Assistance Program in the 2016-2017 school year.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X		X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- More than once a month

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Students needing specific interventions are generally addressed using a team meeting approach for regular education students and an IEP meeting for special education needs. Teachers are always involved in this process and often make the suggestions to prompt the meeting. Each building handles this process in their own unique manner due to the wide variety of scheduling differences. In most cases the teachers or parent raise the concern with the guidance counselors or building administrator, who then sets up the meeting with all those teachers impacted by the concern. In this case, each teacher would come to the meeting prepared to give a classroom report of academic progress, social concerns, attendance issues, and any other relevant information. The result of this meeting between teachers, administrators, and parents, normally results in suggested interventions to address the individual student's needs.

If the intervention is provided by an outside agency, often that meeting will take place with the SAP team in the building, building administrators, and those teachers impacted.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Bedford Area School District established a working relationship with many local pre-school providers through the Keystones to Opportunity Grant. This relationship has led to several pre-school programs located within the elementary school, which are delivered by outside providers. In addition, the district coordinates with local child care providers and is a partner in providing Kid Stop options for parents. Bedford Schools offer after school programs including tutoring at all levels k-12 and provides transportation for the first ride home.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Bedford School District is actively working with local pre-school providers to close the gap between pre-school providers and kindergarten. The Keystones to Opportunity Grant allowed us to form a committee of local preschool providers, parents, and school staff members to address the transition process at all levels. In addition, this group worked to create a birth to grade twelve literacy plan to close the gap on any services students are needing when entering kindergarten. The district also offers multiple school orientations for parents and students to attend. During these orientations, students are screened for learning concerns for the first time by the school district. Teachers report any concerns they have to the parents and also to school service providers when needed. Finally, the school district and preschool agencies hold student-specific meetings during the transition in order support students who experienced difficulties during preschool.

Core Foundations

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEl	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEl	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The district utilizes a Differentiated staff development plan that is directed to each individual teacher's needs. Building administrators, with the big picture in mind, help develop teacher plans on a yearly basis. District initiatives and goals are outlined prior to the start of each school

year to provide guidance for the process, but flexibility for each individual teacher's needs. Leaders are expected to keep goals in line with the district's vision and those goals outlined for the district and each individual building. In addition, outside experts are utilized on an as needed basis for larger or targeted professional development areas.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Professional Development

Bedford Area SD Professional Development

Title:	ALICE Training
Description	This training explains the district's approach to handling an intruder including an active shooter. The district maintains records of all staff members who attend the training.
Person Responsible	Paul Ruhlman
Start Date:	9/23/2019
End Date:	9/23/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	3.5
# of Sessions:	1
# of Participants Per Session:	25
Provider:	Bedford Area School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Staff members learn about the district's plans to respond to an intruder. Moreover, staff members learn techniques to respond to an intruder.
Research & Best Practices Base:	The program follows many of the recommendations published by Homeland Security for dealing with an active shooter.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the

	educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Building principals regularly review the training and may ask participants to serve on the buildings NIMS team.
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

**Bedford Area SD
Professional Development**

Title:	Schoology Training
Description	The training offer professional staff advance training in using the district's Learning Management System. The district will collect sign-in sheets and participant surveys.
Person Responsible	Building Principals
Start Date:	9/10/2019
End Date:	5/28/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	1
# of Sessions:	15
# of Participants Per Session:	10
Provider:	Bedford Area School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Professional staff will learn about using the learning management system including such aspects as assessment, assignments, communication with parents and students, and other features.
Research & Best Practices Base:	The district recognizes most universities are employing learning management systems, therefore it is important that students experience these systems prior to attending post-secondary education. Moreover, this platform offers the potential for greater differentiation and a higher level of access to learning opportunities.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and

	community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	

	<ul style="list-style-type: none">• Participant survey
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**Bedford Area SD
Professional Development**

Title:	Transition to Life
Description	The district is currently focusing heavily on students' transition to life. This professional development will help develop teacher decision making skills and lesson planning to further the district's focus. The district will collect sign-in sheets and participant surveys.
Person Responsible	High School Building Principal
Start Date:	9/19/2019
End Date:	5/27/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	3
# of Sessions:	4
# of Participants Per Session:	10
Provider:	Bedford Area School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Professional staff will learn more about the district's focus on transition, gain knowledge about the needs of transitioning students, collaborate with parents and stakeholders to enhance opportunities, create feedback loops, and how to create lessons focused on increasing students readiness for transitions.
Research & Best Practices Base:	It is clear all transition can be difficult for any age individual. The transition from high school to post-secondary life can be very difficult and full of potential hurdles. When facing such change, it is invaluable for students and parents to begin to form plans and understand the supports available to them.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional

	<p>decision-making.</p> <ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Other educational specialists • Related Service Personnel
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • High (grades 9-12)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles

	<ul style="list-style-type: none">• Peer-to-peer lesson discussion
Evaluation Methods:	<ul style="list-style-type: none">• Participant survey

**Bedford Area SD
Professional Development**

Title:	Curriculum Training relative to Text Dependent Analysis
Description	It will be a train the trainer model, where the IU trains a team member who in turns trains the rest of the staff. the district will collect sign-in sheets and participant surveys.
Person Responsible	Middle School Building Principal
Start Date:	9/24/2019
End Date:	11/1/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	3
# of Sessions:	1
# of Participants Per Session:	12
Provider:	Bedford Area School District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will learn current best practice in the instruction of text dependent analysis.
Research & Best Practices Base:	Current data suggests teachers can use text dependent analysis to increase student comprehension.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically,

educators seeking leadership roles:	<p>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> <ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8)
Follow-up Activities:	<ul style="list-style-type: none"> • 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 • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

**Bedford Area SD
Professional Development**

Title:	Collins Writing
Description	Teachers learn techniques to improve student writing. The district will collect sign in sheets and participant surveys.
Person Responsible	Elementary Building Principal
Start Date:	8/23/2019
End Date:	5/28/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	1
# of Sessions:	7
# of Participants Per Session:	8
Provider:	Collins Writing
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Teachers learn techniques to improve student writing.
Research & Best Practices Base:	Collins writing has evidence that it can improve student test scores.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • 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 • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
10/8/2018
8/22/2017
10/17/2016
The LEA plans to conduct the required training on approximately:
10/11/2022 This is when the next cycle of training will be required

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
3/28/2018
4/13/2017
3/7/2017
The LEA plans to conduct the training on approximately:
10/11/2021 This is approximately when a new cycle of trainings will be required.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district has invested in a system to allow for teachers and administrators to utilize data on an as needed basis. The system used is, 'On Hands.' This system provides easy access to all student data at any meeting or training session. It also provides for easy access to student data to assure goals are being met. Professional development activities are generally focused to an individual need or effort that has been identified at the district level or for a specific building.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district utilizes a two year process for new teacher induction. This process assigns a veteran teacher to each new staff member and outlines a two year plan that includes many of the above mentioned objectives. In addition, building principals take on the responsibility for seeing that new teachers understand how to access specific information.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district utilizes a two year process for new teacher induction. This process assigns a veteran teacher to each new staff member and outlines a two year plan that includes many of the above mentioned objectives. In addition, building principals take on the responsibility for seeing that new teachers understand how to access specific information.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Selection of mentors for new staff is based upon the above characteristics and the maximum number of those characteristics available. It is not always possible to get the "perfect" match, but we utilize the above criteria in the selection process.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul																
	u	c	e	e	p	S	N	J	M	M												
	g	t	c	b	r	e	a	a	a													
	-	-	-	-	-	p	v	n	r	y												
Code of Professional Practice and Conduct for Educators	X																					
Assessments	X	X	X	X	X																	
Best Instructional Practices	X	X	X	X	X																	
Safe and Supportive Schools	X	X																				
Standards			X		X	X	X	X	X													
Curriculum					X																	
Instruction												X										
Accommodations and Adaptations for diverse learners												X										
Data informed decision making												X	X	X	X	X						
Materials and Resources for Instruction													X	X								

If necessary, provide further explanation.

Best instructional practices and assessments are ongoing and achieved through discussion groups, as well as peer observation.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored through the Office of the Assistant Superintendent. Responsibilities are specifically spelled out in the plan showing the exact responsibilities for the inductee, mentor teacher, principal, and central office. During year one the new inductee will be expected to complete a series of activities including: meeting with the mentor teacher on a regular basis, completing a curriculum and instruction development activity, attending full day in-service, completing the induction outline with mentor teacher, three peer observations, professional sharing activity, any district training or cohort training, and finally each new teacher must be evaluated on two PDE 82-1 evaluations. During year two of the program our new inductees are expected to complete three peer observations, curriculum and instruction activity, one professional book share, any district training, and must be evaluated on two PDE 82-1 evaluations. Finally the new teacher is ask to write a reflective paper describing the process they

went through for new teacher induction and making recommendations for improvement. On a yearly basis this program is evaluated by new teachers, year one and two teachers, along with the mentor teachers involved in the process. Records are kept on file in the building that each participant is housed in, as well as, in the office of the assistant superintendent.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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

Facility Name	Facility Type	Services Provided By	Student Count
Bedford County Prison	Incarcerated	Intermediate Unit 08 provides all services for incarcerated students	1

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	1
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)	11
Extended Family Academy	Other	Emotional support with education provided by IU 08	6
Merakey	Other	Autistic and emotional support	6
Nulton Diagnostics	Other	Partial Hospitalization	1
Pressley Ridge	Other	Emotional support, deaf and hearing impaired, autistic	1
Holidaysburg HS	Neighboring School Districts	MDS class at high School with education provided by IU	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: January 24, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	12	0.8
Locations:				
Bedford Elementary School (MB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Life Skills Support	8 to 11	1	0.2
Locations:				
Bedford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.25
Locations:				
Bedford Elementary School (KE)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	17	0.75
Locations:				
Bedford Elementary School (KE)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	1	0.25
Locations:				
Bedford Elementary School (JH)	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	9 to 12	14	0.75
Locations:				
Bedford Elementary School (JH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	1	0.25
Locations:				
Bedford Elementary School (LS)	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 10	21	0.75
Locations:				
Bedford Elementary School (LS)	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:* Class*Implementation Date:* March 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.25
Locations:				
Bedford Middle School (AC)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	16	0.75
Locations:				
Bedford Middle School (AC)	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	9	1
Locations:				
Bedford Middle School (JW)	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	15	0.75
Locations:				
Bedford Middle School (BR)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	1	0.25
Locations:				
Bedford Middle School (BR)	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	18	0.8
Locations:				
Bedford Middle School (PH)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	1	0.2
Locations:				
Bedford Middle School (PH)	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: Class

Implementation Date: March 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	10	0.7
Locations:				
Bedford High	A Senior High School	A building in which General Education		

School (CT)	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	1	0.3
Locations:				
Bedford High School (CT)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.7
Locations:				
Bedford High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.3
Locations:				
Bedford High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

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

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	13	0.65
Locations:				
Bedford High School (SC)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	1	0.35
Locations:				
Bedford High School (SC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 20	1	0.5
Locations:				
Bedford High School (AD)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	5	0.5
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford Elementary School (BM)	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	10 to 16	3	0.25
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford Middle School (BM)	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 20	2	0.25
Justification: The autistic support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford High School (BM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	1	0.02
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford Elementary School (HS)	An Elementary 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	10 to 16	1	0.02
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford Middle School (HS)	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	13 to 21	3	0.06
Justification: The DHIS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford High School (HS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	28	0.62
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford Elementary School (HS)	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	10 to 16	6	0.17
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford Middle	A Middle School	A building in which General Education		

School (HS)	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 20	3	0.11
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range. Teaacher's FTE is split between hearing and speech and is fully certified in both.				
Locations:				
Bedford High School (HS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	34	0.8
Justification: The SLS teacher either provides individual instruction or instruction to groups within the appropriate age range. .2 FTE is in general education.				
Locations:				
Bedford Elementary School (JP)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	2	0.27
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford Elementary School (CB)	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	10 to 16	5	0.23
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 21	7	0.5
Justification: The emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.				
Locations:				
Bedford High School (CB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator: Outside Contractor for the School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 21, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	1	0.13
Locations:				
Bedford Middle school	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Other Health Impairment	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	11 to 15	1	0.1

but More Than 20%)	Support			
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 15	1	0.17
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 15	1	0.1
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Other Health Impairment	14 to 18	3	0.1
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.2
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.2
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.1
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.1
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	1	0.1
Locations:				
Bedford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 18	1	0.1
Locations:				
Bedford high School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 15	3	0.5
Locations:				
Bedford Middle School	A Middle School Building	A building in which General Education programs are operated		

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
Paraprofessionals	District-wide	16

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Sign Language-IU 08	Intermediate Unit	5 Days
CAMCO Physical and Occupational Therapy	Outside Contractor	5 Days

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

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).

Affirmed by Tom Bullington on 3/28/2019

Board President

Affirmed by Allen Sell on 3/28/2019

Superintendent/Chief Executive Officer