

Bradford Area School District
Special Education Plan Report

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 432

Total Student Enrollment 2394

Percent of Special Education Students 18

Steering Committee

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School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Custer City Private School	Other	Other Private Facility-Nonresidential	Licensed Private Academic	11

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Bradford Area School District meets its obligation under Section 1306 of the Pennsylvania School Code as the host school district for Beacon Light Behavioral Health Systems/Custer City Private School (CCPS). Bradford Area School District LEA reviews the IEP of each non-resident student at Beacon Light Behavioral Health Systems to determine the least restrictive educational environment for the student. This applies for all eligible students until the student receives a diploma or completes the school term in which they turn 21. For a non-resident student with a disability with an Individualized Educational Plan (IEP) or Chapter 15 Service Agreement/504 Plan, the least restrictive educational placement option considered first by the Bradford Area School District LEA, is to educate the student in the Bradford Area School District’s public schools with their same age peers to the maximum extent possible and with the use of supplementary aids and services. If the severity of the student’s disability exceeds the supports and services available in the local public school, the Bradford Area School District’s LEA and parents through the IEP process can determine that an alternative educational setting will appropriately address the student’s educational needs. The Bradford Area School District is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the Individual with Disabilities Education Act (IDEA). For students eligible for services under Chapter 14, this means that the Bradford Area School District LEA is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the Bradford Area School District LEA is responsible for conferring with parent and the student’s educational staff in regard to implementing Chapter 15 Service Agreement/504 Plan accommodations consistent with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act for a “qualified handicapped student”.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Bradford Area School District sends a Notice of Admission and PDE-4605 Determination of Residence for all non-resident students at Custer City Private School. Current barriers do not exist which limit the Bradford Area School District's ability to meet its obligations under Section 1306 of the Public-School Code.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

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

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

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Bradford Area School District (BASD) takes great measures to ensure that all students with disabilities are educated with non-disabled students to the maximum extent possible. The BASD commits to exploring the least restrictive environment (LRE) for each student. The IEP teams begin with the general education setting, with the use of Supplementary Aides and Services, before considering a more restrictive environment. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student to access the general education curriculum and other natural environments. When the IEP Team meets to discuss a student's need for specially designed instruction and develop an IEP, it operates on the assumption that the regular education environment is the most appropriate placement until determined otherwise. Special classes or other removal of students with disabilities from the general education setting occurs only when the nature or severity of the disability is such that education in the general education class setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. The IEP Team considers and discusses the guiding questions listed in the Educational Placement Section A of the IEP. Based on the discussion, the team then makes a determination as to the most appropriate educational placement. Although, the baseline data was reset in 2019-2020 for "Indicator 5: Educational Environments" and no target measurements were performed; a review of the Bradford Area School District's performance in this area was still conducted by the Steering Committee using the 2019-2020 and 2020-2021 Special Education Data Report. The BASD fell short in meeting the State Performance Plan (SPP) Targets: Special Education (SE) inside regular education class 80% or more for 2019-2020 was 51.4% (SPP Target of 61.5%) and for 2020-2021 was 46.9% (SPP Target of 62.1%) recognizing an increase of 13.2%; SE inside regular education class less than 40% for 2019/2020 was 8.2% (SPP Target of 9.6%) and for 2020-2021 was 11.2% (SPP Target of 9.8%) recognizing that the difference maintained at 1.4%; and SE in other settings for 2019-2020 was 7.0% (SPP Target of 4.8%) and for 2020-2021 was 6.2% (SPP Target was 4.7%) recognizing a decrease in the 2020/2021 school year 0.7%. It is the goal of the Bradford Area School District, while addressing each student's needs on an individual basis, to meet the SPP Targets in all areas. In considering the BASD Emotional Disturbance enrollment (for 2019-2020 LEA 10.7% / State 8.5% and for 2020-2021 LEA 11.4% / State 8.5%), Intellectual Disability enrollment (for 2019-2020 LEA 11.4% / State 6.3% and for 2020-2021 LEA 12.1% / State 6.2%), and Speech or Language Impairment enrollment (for 2019/2020 LEA 20.0% / State 14.1% and for 2020-2021 LEA 17.3% / State 14.1%) all being higher than the state average along with the effects of recovering learning loss as a result of the COVID 19 pandemic, BASD has encountered a trend of an increasing number of students requiring more intensive supports in the school setting. Given the intense needs of our low incident populations, specially designed and intensive instruction is necessary to build foundational and functional living skills. Although, BASD is not at the same level as the SPP targets, in an analysis on each individual case, student needs are being addressed in the least restrictive environment. This analysis is on-going throughout the school year for the student and if changes are needed to the student's educational environment based on needs and student progress monitoring data, the IEP team convenes a meeting and completes a revision. Additionally, the Bradford Area School District continues to maintain a collaborative relationship with Seneca Highlands IU9. The curriculum, technology, and training/consultation staff frequently support the district staff through ongoing consultations and training opportunities. IU9 offers training throughout the school year and hosts a summer training series that teachers are invited to attend. Training topics are commonly identified by the needs of the school districts. IU9 continually shares current information that includes training and grant opportunities available through Pattan. The Trainers and Consultants, TaC, are frequently contacted to provide teacher and student support to ensure students with disabilities meaningfully participate in the general education curriculum.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

In an effort to provide students with disabilities instruction in the least restrictive environment to the maximum extent possible and to remove barriers for

students to access their learning, the BASD continues to implement Universal Design for Learning (UDL) teaching strategies, Inclusion and co-teaching practices district-wide in grades Kindergarten through 12. The implementation of a variety of teaching strategies and targeted interventions addresses the academic needs of all students whose program requires accommodations and/or modifications to their learning environment. UDL, Inclusion and co-teaching practices in combination with appropriate supports and services have allowed students with special needs to receive instruction in the general education setting with their same-age peers with a high degree of success. Additionally, the BASD implements the PATHS curriculum at the elementary levels, Emozi curriculum at the middle school level and Character Development and Leadership curriculum at the high school level to address the social/emotional needs of all students in need of social/emotional accommodations and/or modifications to their learning environments. Professional development opportunities are made available to all staff in the areas of co-teaching, differentiation, Universal Design for Learning, social/emotional learning, and targeted interventions.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The academic programming and training efforts that the BASD utilizes to ensure meaningful participation of students with disabilities in the general education curriculum includes initiatives such as P2G, Project MAX, Project RENEW, and Include Me from the Start. These initiatives have allowed for maximum support of inclusionary instructional models. The BASD also utilizes individual, small, or large group trainings from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the local intermediate unit (IU9). Behavioral and Autism consultants from the IU9 and PaTTAN assist school district teams in creating programming for students with significant behavioral needs and Autism Spectrum Disorder. Additionally, the BASD participates in the Autism Initiative and receives training in this area from the PaTTAN Consultants.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
The Bradford Area School District utilizes supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities, including all of the district's extracurricular sports, clubs, and participation in the Unified Sports Indoor Bocce Program by implementing the steps outlined in the Supplementary Aids and Services (SaS) Toolkit. The members of the student's IEP team begin this process by compiling information about the student, then developing a profile of the extracurricular activity setting, next identifying potential barriers to accessing the extracurricular activity, and lastly identifying strategies and services to eliminate those barriers and discuss appropriate SaS options. Like other aspects of a student's instructional program, ongoing evaluation and fine tuning of implemented strategies and service is critical to the success of this process. When considering the full range of SaS, IEP team engages in discussions about exploring options in the categories provided in the framework. This includes discussions about school personnel collaborating to support students, the development and delivery of instruction to address diverse learning needs, any needed adaptations or modification to the physical environment, and supports or services needed to increase appropriate behavior and reduce disruptive behavior. Examples of SaS utilized include but are not limited to guided support for team members, parental collaboration, communication board, visual timer, adjustments to sensory input, augmentative communication device, paraprofessional support, peer support, and/or modified rules.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The BASD implements procedures, which ensure that, to the maximum extent appropriate children with disabilities who are placed in private institutions are educated with non-disabled children and have the opportunity to participate in district led extracurricular activities. The Least Restrictive Environment (LRE) for a student depends upon the IEP Team's determination of what is appropriate for the student based on the student's needs. Special classes, separate schooling, or other removal of students with disabilities from the general education setting occurs only when the nature or severity of the

disability is such that education in the general education class setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Often when students are placed in private institutions, these are programs that provide educational services only to students with an IEP. To ensure that students resume education with their non-disabled peers, the IEP team regularly reviews the progress of students placed in the private institution and creates a transition plan for the student to return to the local public school, when appropriate. The IEP team also reviews what SaS need to be considered in order for the student to participate in district led extracurricular activities. The IEP Team considers and discusses the guiding questions listed in the Educational Placement Section A of the IEP. Based on the discussion, the team then decides what is the most appropriate educational placement and the supplementary aids and services that need to be in place in order for the student to meaningfully participate.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The BASD continues to build capacity and expand programs and services in an effort to provide a continuum of services for students with disabilities. To do this, the BASD continues to participate in and receive training and support in several areas. Training in the utilization of the Supplementary Aids and Services Toolkit supports IEP teams in discussions about how school personnel can collaborate to support students, the development and delivery of instruction to address diverse learning needs, any needed adaptations or modification to the physical environment, and supports or services needed to increase appropriate behavior and reduce disruptive behavior. Implementing the SaS Toolkit increases a student's meaningful participation in the general education curriculum therefore on-going training and support in this area is essential. An additional on-going need includes collaborating with the assistive technology (AT) consultant from the IU9 to assist IEP teams in determining appropriate assistive technology devices and services that will allow students with disabilities to participate in and benefit from the general education curriculum and to meet Individualized Education Program (IEP) goals. The consideration of assistive technology for a student's access to the general education curriculum or to help make progress toward attaining their IEP goals is discussed at each IEP meeting. When it is determined that the Team needs more information or if they are uncertain of a student's AT needs, or how AT may benefit the student, they may obtain consultation from the Seneca Highlands Intermediate Unit Nine Assistive Technology Trainer and Consultant (TaC). The AT consultant also provides training to district staff regarding the use and implementation of high tech AT devices. The PaTTAN short-term loan program is utilized for AT trials and BASD consults with representatives from high-tech assistive technology companies for a demonstration of devices. The district also works with consultants from PaTTAN as part of the Autism Initiative to provide support to staff in behavior practices and specific programming for our low incident population. With student needs ever changing, this training and support is an area of need to address appropriate programming needs and interventions. In order to expand our continuum of services, the BASD recognizes the importance of addressing social/emotional learning for our students with special needs. The BASD recognizes that progress and development in this area enables students to gain greater access to the general education curriculum engaged in meaningful participation with a high degree of success as measured by educational benefit. The implementation of Paths, Emozi and Character Development and Leadership has begun to address the students' social /emotional needs; this implementation also builds the capacity of services across the district to continually improve meeting those social/emotional needs for our students. In an effort to support students with disabilities in the general education setting, the disability awareness training is provided by the IU9 TaC, focusing on educating new teachers regarding disabilities and giving them the knowledge to include students with disabilities in their classrooms. Additional training and resources to support these efforts are continually evaluated. The BASD acknowledges the need to target the at-risk population and participates in on-going training in the Path 2 Graduation (P2G) initiative. At-risk factors are identified and tracked by the P2G Team. Attendance, behavior referrals, and academic progress in math and English Language Arts (ELA) are used to identify students at-risk and in need of interventions. The team implements evidenced-based intervention to improve attendance, academic performance and decrease behavioral referrals with the ultimate goal of achieving their high school diploma. One such strategy is Check and Connect where

students are assigned a mentor to work with them on goal setting and remaining on track in school. Continued professional development and training in this area to help expand this team and the capacity to reach more students is essential.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Custer City Private School	Licensed Private Academic		Beacon Light Behavioral Health Systems	Autistic Support	2
Custer City Private School	Licensed Private Academic		Beacon Light Behavioral Health Systems	Emotional Support	3
Custer City Private School	Licensed Private Academic		Beacon Light Behavioral Health Systems	Learning Support	2
Custer City Private School	Licensed Private Academic		Beacon Light Behavioral Health Systems	Life Skills Support	4
Adolescent Intensive Outpatient Program	Other		Seneca Highlands Intermediate Unit #9	Emotional Support	3
Children's Intensive Outpatient Program	Other		Seneca Highlands Intermediate Unit #9	Emotional Support	3

Positive Behavior Support

Date of Approval
2006-12-04

Uploaded Files
CCF_000238.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The Bradford Area School District (BASD) implements the Path's Program in the Elementary Schools and the Emozi Program in the Middle School Emotional Support classrooms. The High School Emotional Support classroom implements the Character Development and Leadership program. These programs address emotional literacy, character/leadership traits, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. They also help prepare students for challenges and pressures students experience, such as addressing bullying, interpersonal relationships, and self-confidence. Both Individual and Group Counseling is available to students in need of that service as part of their IEP. These counseling services are provided by the School Counselors, School Social Workers, and School Psychologists. Areas of focus typically include providing support with development of pro-social behaviors and development of coping skills that promote academic success in school. In addition, the School Psychologists conduct counseling for groups of students that are referred through their teacher or building administrator to help to support their social and emotional development. The goal of participation in these groups is to have a positive influence on social development and promote success in school. Each group meets on a weekly basis for 4 to 6 weeks. Each meeting is 30 minutes in length and takes place during the school day. Permission is obtained from the students' parent/guardian for participation in this group. During group meetings, students have the opportunity to learn new skills and behaviors through discussion of ideas, feelings, behaviors, attitudes, and opinions. The students participate in a discussion on a variety of group topics, which are externalizing behavior, internalizing behaviors, social skills, interpersonal relationships with peers, and coping skills. Students additionally participate in a variety of activities related to the previously mentioned topics such as drawing, role-playing, relaxation exercises, and practicing new behaviors. These groups have been provided at both elementary schools within the Bradford Area School District (grades Kindergarten through fifth) and have expanded to the middle and secondary levels. Follow-ups are made with the students' teachers. The district is also in year 2 with participation in Path 2 Graduation (P2G). BASD shares in the commitment with The Pennsylvania Department of Education to ensure all students becoming college and career ready, including students identified with emotional disturbance. BASD can effectively prepare students with emotional disturbance, who are more likely to drop out of school in comparison to their peers, by engaging in comprehensive systems-change efforts. The BASD P2G Team receives intensive, ongoing professional development and coaching using evidenced-based instructional practices that build the capacity of the school to address the academic and behavioral needs of middle school students identified with emotional disturbance. The purpose is to increase the frequency with which students identified with emotional disturbance achieve high school graduation while decreasing the likelihood of dropping out before graduation.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The BASD participates in a variety of training provided to staff to promote the use of positive behavior supports, de-escalation techniques and responses to

behavior that may require immediate intervention through participation in PaTTAN initiatives such as; Path 2 Graduation (P2G) while continuing to carry out the missions from Project MAX, Project RENEW, Include Me from the Start, Project AACHIEVE, and The Autism Initiative. BASD also completes an annual needs assessment with the local Intermediate Unit (IU9) and trainings in the area of behavior and positive supports are also provided by TaC from the IU9 throughout the school year. In addition to participation in the above-named initiatives, other district trainings that staff participated in to support positive behaviors and increase successful inclusionary experiences for all students include trainings on Self Care and Mindfulness, Leader in Me, PATHS, along with Nepri and Xello. Staff also participated in trainings on Threat Assessment, Diversity, Mental Health Awareness, Student Assistance Program (SAP), Suicide Awareness, Safe to Say Something, and School-Wide Positive Behavior Intervention Supports. All schools in the district implement their own school-wide program and review the expectations, behavior matrix, reporting procedures, and recognition of positive behaviors with staff annually with on-going support throughout the school year. Additionally, the School-Based Mental Health Teams provide an overview of the supports and services they provide. The district SCM trainer provides a verbal de-escalation training to district staff including the transportation department bus drivers and bus aides. The BASD School Social Workers also deliver relevant trainings to staff.

3. Describe the district positive school wide support programs.

School-wide Positive Behavior Support Programs exist at each of the 4 district buildings for students and staff to promote positive behaviors and improve the school climate. Administration, teachers, school guidance counselors, and staff continue to develop positive approaches to working with others to establish positive interactions between each person to eliminate negative behaviors. Reinforcements are implemented for those achieving the desired behavior. The school counselors at the primary and intermediate elementary levels teach lessons whole group, small group or one-on-one to teach awareness and promote pro-social behaviors. The IU9 supports the elementary schools in the BASD in the area of Positive Behavior Interventions and Supports (PBIS) on an ongoing basis. The goal is to reduce or eliminate poor behavior schoolwide by supporting and encouraging positive behavior. The school counselors at the middle and secondary levels in addition to the above, are also able to meet with students in small group or one-on-one to conduct mediation for peer conflicts to help students solve problems and address issues in an appropriate manner. The primary and secondary elementary buildings implemented the Leader in Me (LIM) program; the middle school and high school are rolling-out pieces of the Leader in Me program to improve school climate. The LIM framework provides a unique approach to integrating highly effective practices throughout a school's culture by teaching leadership to every student, creating a culture of student empowerment, and aligning systems to drive results in academics. The elementary level program establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader. The middle school and high school level program creates an environment of social-emotional learning that helps every student build confidence and discover their true potential. There are Leader in Me Teams across the district. All 4 district buildings participate in the Social Emotional Learning Survey. The district Superintendent conducts regular meetings with student focus groups.

4. Describe the district school-based behavior health services.

The Student Assistance Program (SAP) is implemented throughout the district. Students are referred to and participate in mental health and/or drug and alcohol counseling. Mental Health and Drug and Alcohol counseling services are available to district students at school during the school day. These contracted services are provided by a local Mental Health Agency. Also, two local Mental Health Agencies provide Therapeutic Support Staff (TSS) for children in need of those services. TSS work with the school district to implement their treatment plans and provide behavioral supports in the school setting. School-Based Mental Health Teams are established at the primary elementary building (PK-2), the secondary elementary building (3-5), and the middle school (6-8). These teams work with students, staff, and families to establish the needed mental health supports in school for a student to improve

learning and general well-being. The BASD also conducts trainings for students and staff in regard to suicide awareness and education on identifying and addressing bullying.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after less restrictive measures, including de-escalation techniques have been used by personnel. The use of physical restraints is limited to addressing acute or episodic aggressive or self-injurious behavior when the student is acting in a manner that is a clear and present danger to themselves, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. The crisis intervention system used by Bradford Area School District is Safe Crisis Management (SCM) from JKM Training based in Carlisle, PA. The district has 2 certified instructors on staff. Staff participating in any Emergency Safety Physical Interventions (ESPIs) completes the initial SCM training course. This course is a minimum of 18 hours and is taught by one of the certified instructors. This course consists of various components; prevention, verbal intervention/de-escalation, theory of aggressive behavior, and lastly the physical intervention skills. To be certified, the participants must demonstrate proficiency on both written test and a physical skills test with a score of 80% or higher. Specific administrators, teachers, guidance counselors, and paraprofessional staff are trained in relation to their work assignment and the population of students that are scheduled with them that may require an intervention. All trained and certified staff also participates in re-certification trainings. Staff must complete a minimum of 12 hours per year of on-going training to review and practice components of SCM to stay current with skills. This on-going training consists of reviews of both the written materials and physical skills. Staff must again demonstrate proficiency of 80% or higher on both the written test and skills test to maintain their certification. A monthly training schedule is established for certified staff to attend to maintain their training and certification. Trained staff must attend these sessions to complete the require 12 hours of training to remain certified. If a restraint occurs, school personnel notify the parent the day of the incident and conduct an Individualized Education Program (IEP) team meeting within 10-school days unless the parent waives the need for a meeting in writing. The restraint is entered in the Restraint Information System Collection (RISC) in a timely manner. Even when the parent waives their right to attend the IEP meeting, the team may convene to determine if changes need to be made to the Positive Behavior Support Plan (PBSP) or Individualized Education Plan (IEP). Any/all changes will then be shared with the parent. If the parent implements their rights to an IEP meeting, at this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment (FBA), a reevaluation (RR), a new or revised positive behavior support plan (PBSP), or a change of placement to address the inappropriate behavior.

Book

Policy Manual

Section

100 Programs

Title

Behavior Support for Exceptional Children

Code

113.2

Status

Active

Legal

1. 22 PA Code 14.133

2. Pol. 113.1

22 PA Code 14.143

22 PA Code 14.145

20 U.S.C. 1400 et seq

34 CFR Part 300

Pennsylvania Training and Technical Assistance Network (PaTTAN)

Pol. 000

Pol. 113

Pol. 113.3

Adopted

December 4, 2006

Last Revised

March 14, 2011

Purpose

A behavior support plan, in the context of the revised special education regulations and standards, is a special education service for eligible students whose behavior problem(s) interfere with learning. The regulations and standards indicate that positive approaches/interventions that are less intrusive than regular disciplinary options/procedures should be attempted in order to maintain and support the dignity of the individual.[\[1\]](#)

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

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

Guidelines

SECTION 1. INTERVENTION LEVELS

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

Level I: Disciplinary Policy

The district has a Board approved student handbook which specifies the student discipline policy. This policy should be reviewed whenever interventions are considered. (Note: Special Education Standards and Regulations must be considered along with the current case law.)[2]

Level II: Classroom Behavior Support Strategies

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

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

Strategies emphasized may include:

Proactive Classroom Support –

- Effective Teaching Practices.
- Frequent Monitoring/Feedback.
- Clear Rules and Procedures.
- Effective Classroom Schedules.
- Use of Appropriate Activities/Materials.
- Social Praise.
- Environmental Cues.
- Curriculum Adaptations.
- Direct Instruction.
- Task Analysis.
- Instruction in Self-Monitoring.

Prosocial Behavior –

- Systematic Reinforcement.
- Modeling Prosocial Behavior.
- Verbal Instruction.

- Role Playing.
- Cueing.

Social Problem-Solving –

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

Affective Strategies and Communication –

- Active Listening.
- Communication Skills Training.

Use of Assistive Devices –

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

Level III: Moderately Intrusive Behavior Support

The primary goal of effective behavior support or behavior support is to produce long-lasting behavior change by teaching alternative skills and building supportive environments. Some student(s) whose behavior interfere(s) with learning may respond well to typical classroom behavior support strategies. However, other students may require more intensive behavior management or behavior support. The Pennsylvania Department of Education's Guidelines for Effective Behavior Support (1995) provide a framework for designing and implementing effective behavior support for students whose behavior interferes with learning and who do not respond satisfactorily to typical behavior support strategies outlined in Level II.

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

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

This behavior support policy will not attempt to list the individual procedures that may be appropriate for specific problems. Given the diverse characteristics of students and the learning environment, the same behavior intervention may be effective for one (1) student and not the other student that exhibits the same behavioral difficulty. Additionally, the goal of effective behavior support is not to develop a listing of behavioral techniques, which should be uniformly supplied to all students, but rather to develop a comprehensive set of interventions that meets the unique needs of specific individuals and result in long-lasting behavioral change.

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

Step 1: Conduct a Functional Assessment of the Behavior –

During the functional assessment, the team should strive to understand the student and the nature of the student's problem behavior(s) in relation to the student's environment. Three (3) outcomes should be accomplished:

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

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

Step 2: Develop Hypothesis Statements –

After the functional assessment is completed, the team should summarize and synthesize all of the information in order to develop hypothesis statements about the problem behavior(s). Specific and hypothesis statements should be generated. A specific hypothesis statement should describe antecedent or setting events, identify the problem behavior(s) and describe the behavior(s) function(s). A hypothesis statement should identify student variable and lifestyle variables that may contribute to the problem behavior(s). Hypotheses lead to modifications that could be made for long-term prevention, while specific hypotheses lead to antecedent/setting events that could be modified and alternative skills that could be taught.

Step 3: Design an Effective Behavioral Support Plan –

Behavior support plans contain:

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

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

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

When designating and implementing behavioral support plans, the team should remember that each plan is highly individualized and may vary over time. Not every child will require the same number and intensity of interventions across

the four (4) categories. Likewise, as the child develops more skills, s/he may not require interventions in one (1) or more of the four (4) categories.

Step 4: Evaluate Effectiveness –

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

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

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

Step 5: Modify the Support Plan as Needed –

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

Strategies emphasized may include:

- Prompting/Cueing.
- Redirection.
- Time-out Within the Classroom.
- Behavior Contracting.
- Scheduled/Unscheduled Reinforcement.
- Use of Logical Consequences.
- Environmental Restructuring.
- Manipulation of Antecedents.
- Consequences.
- Self-Monitoring.

- Emphasis on Generalization.
- Maintenance of Skills.
- Classroom Meetings.
- Social Problem-Solving.
- Time-Out.
- Modeling and Rehearsal.
- Coaching.
- Self-Instruction.

Level IV: Significantly Intrusive Behavior Support Techniques

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

The interventions for Level IV may include the following:

1. Physical Restraint – physical containment of a student by direct contact. Physical restraints to control acute or episodic behavior may be used only when the student is acting in a manner that portrays clear and present danger to self, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.[\[1\]](#)
2. Mechanical Restraint – mechanical restraints, which are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions, may be employed only when specified in the IEP agreed upon by the parents/guardians (see Procedures for Developing Level IV Interventions). Mechanical restraints shall prevent a student from injuring him/herself or others or shall promote normative body positioning and physical functioning.[\[1\]](#)
3. Exclusionary Time-Out – used to extinguish external stimuli so the student may regain emotional composure.

Restraints

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

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

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

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

Procedures for Developing and Implementing Level IV Interventions

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

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

2. The IEP Team must be convened to specifically discuss a Level VI intervention as recommended by the MDT. The IEP Team should ascertain the use of restraints and conclude that they are not:
 - a. Employed as punishment.

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

SECTION 2: OTHER CONSIDERATIONS

Prohibitive Adverse Techniques (Forbidden by State Regulations and Standards)

The following adverse techniques of handling behavior are considered inappropriate and may not be used by agencies in education programs:[\[1\]](#)

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

Emergency Procedures

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

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

If a student's behavior is considered to be life threatening in nature, the classroom teacher will immediately take appropriate action to protect all individuals involved, followed by documentation after the incident. The use of restraints to control aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent/guardian of the use of restraints and shall cause a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Bradford Area School District (BASD) offers a wide range of support and services for students with special needs. The BASD operates speech and language support, learning support, autistic support, emotional support, and life skills support, in each of the district's four buildings. The district contracts with Care for Children for Occupational, Physical Therapy, and Speech Therapy services. The district also continues to utilize the Seneca Highlands IU9 for consultation and programmatic support. BASD's current hearing, orientation and mobility, vision and secondary physical and occupational therapy supports are provided through IU9 specialized personnel. Additionally, the Bradford Area School District has 2 School Social Workers and contracts with the Bradford City Police Department to staff 3 School Resource Officers to work in the district school buildings. The district has a well-developed and fully functioning Student Assistance Program (SAP) available to students throughout the district. The SAP team utilizes a referral system to include local Mental Health Agencies, Office of Children and Youth Services, and the Juvenile Probation Program. The Office of Vocational Rehabilitation (OVR) is an active participant in the transition activities for student with disabilities in the 11th and 12th grade. The Early Reach Program through OVR is also utilized for students in 8th, 9th, and 10th grade. In addition, the district coordinates Early Intervention transition services upon the student's Kindergarten enrollment to ensure there is not an interruption in services for eligible students. The district utilizes the Intensive Outpatient Program (IOP) that the IU9 operates in conjunction with Dickinson Mental Health Center. Students attending this program receive emotional support educational services delivered by special education teachers from the IU9 and group and individual counseling services with the Dickinson therapists to address their mental health needs as part of their educational program. The district also continues to participate in the IU9 school consortia. The district continues to utilize the Custer City Private School through Beacon Light Behavioral Health Systems. This is a school setting which provides full-time special education programs and services for students with significant behavioral and/or educational needs. The district continues to utilize the mental health systems and local agencies to provide therapeutic staff support, mobile therapy, and behavior consultation services within the school setting. The agencies and district staff work together to develop appropriate student treatment plans when behavior is impacting the student's education. Additionally, the district contracts with local agencies for school-based mental health and drug and alcohol counseling. School-Based Mental Health Teams are established at the primary elementary, secondary elementary, and middle school buildings. In the rare instance that a student is placed on Instruction Conducted in the Home, or presents social, emotional, behavioral, and educational needs that are beyond the district's direct support service scope and/or who is at substantial risk of waiting more than 30 days for an appropriate educational placement, that student is reported by the district in the Special Education Students @ Home Reporting System in accordance with BEC 34 CFR §300.26(a)(1), so that the Department regional interagency coordinator (RIC) can determine whether this student requires intensive interagency coordination. If a student requires an out-of-district placement, the school district serves as an active participant in the decision-making process. If the student presents significant mental health needs or other behavioral needs related to the student's disability that require an intensive treatment placement, the mental health agency and the district collaborate to determine appropriate actions steps and educational placement based on the needs of the student. Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates mental health services for children and adolescents. The team consists of Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services and other relevant child serving agencies, OVR, Beacon Light Behavioral Health Systems' STAR and STRIDE programs are also involved when appropriate. STAR is a Short-Term Adolescent Recovery therapeutic residential program intended to provide direct support to individuals who are experiencing or who are at risk of an exacerbation of the symptoms of their mental health illness. STRIDE is a residential placement program that focuses on stabilization and reintegrating children and adolescents that are diagnosed with co-occurring Mental Health & Intellectual / Developmental Disabilities back into their families and home communities by partnering with families in reestablishing normalcy and safety within the home. Additional team members can include

Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate host school districts. BASD coordinates with the local CASSP team members and has outlined an appropriate referral process with the county Mental Health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provide current information for the CASSP team to recommend appropriate program services and supports. The Bradford Area School District is continually reevaluating the continuum of special education supports and services available to students with disabilities. Throughout the school year, administration staff examines the level of supports and services available to students and based on student needs, appropriate decisions are made as to program operations and need for elimination and/or expansion of services. Program creation is determined based on student needs, least restrictive environment, availability and location of appropriate programming, as well as additional factors that may be relevant. Professional development is delivered to support programs and services provided in the district. The Bradford Area School District continually seeks out the employment of highly qualified staff. The district maintains structured procedures to retain adequately trained staff and provide on-going professional development opportunities. Special education staff and regular education staff are provided with the opportunities to expand their knowledge base and instructional skills in the areas of special education and students with disabilities. All the processes, systems, and programs described above provide the Bradford Area School District the opportunity to offer district students with disabilities FAPE in the least restrictive environment with highly qualified instructors and support personnel.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBNM	Elementary	Full-time (1.0)	01/28/2022 10:21 AM

Building Name		
George Blaisdell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.02

Building Name		
George Blaisdell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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BAHSLA	Secondary	Full-time (1.0)	10/21/2021 11:50 AM
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Building Name		
Bradford Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Bradford Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.13

Building Name		
Bradford Area HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAHSCT	Secondary	Full-time (1.0)	02/22/2022 01:48 PM

Building Name		
Bradford Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
This program position provides emotional supports to students in grades 9-12+. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.		0.45

Building Name
Bradford Area HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
This program position provides emotional supports to students in grades 9-12+. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.		0.1

Building Name		
Bradford Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAHSMC	Secondary	Full-time (1.0)	12/02/2021 03:05 PM

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.14

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.55

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAHSDS	Secondary	Full-time (1.0)	12/07/2021 09:22 AM

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.08

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %

	0.85
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAHSJB	Secondary	Full-time (1.0)	02/22/2022 01:48 PM

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %

This program position provides learning supports to students in grades 9-12+. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.	0.2
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Building Name		
Bradford Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
This program position provides autistic supports to students in grades 9-12+. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.		0.62

Building Name		
Bradford Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 20
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAHSSH	Secondary	Full-time (1.0)	11/23/2021 03:16 PM

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.14

Building Name		
Bradford Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSMC	Elementary	Full-time (1.0)	10/21/2021 11:29 AM

Building Name		
Floyd C Fretz MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.6

Building Name		
Floyd C Fretz MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSTM	Elementary	Part-time (0.5)	12/03/2021 09:03 AM

Building Name		
Floyd C Fretz MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSMG	Elementary	Full-time (1.0)	10/21/2021 11:26 AM

Building Name		
Floyd C Fretz MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.05

Building Name		
Floyd C Fretz MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.55

Building Name		
Floyd C Fretz MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSNP	Elementary	Full-time (1.0)	10/21/2021 11:23 AM

Building Name
Floyd C Fretz MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSMLC	Elementary	Full-time (1.0)	10/21/2021 11:22 AM

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSCM	Elementary	Full-time (1.0)	12/02/2021 03:04 PM

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FMSEF	Elementary	Full-time (1.0)	12/02/2021 03:06 PM

Building Name		
Floyd C Fretz MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Floyd C Fretz MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.62

Building Name		
Floyd C Fretz MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Floyd C Fretz MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBCFC	Elementary	Part-time (0.5)	12/03/2021 08:35 AM

Building Name		
George Blaisdell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSDR	Multiple	Full-time (1.0)	02/22/2022 01:48 PM

Building Name		
Bradford Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
This program position provides speech and language support services to students in grades 9-12+. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.		0.08

Building Name		
School Street El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSNB	Elementary	Full-time (1.0)	10/21/2021 10:33 AM

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSSG	Elementary	Full-time (1.0)	10/21/2021 10:34 AM

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification	FTE %	
	0.02	

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	8	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification	FTE %	
	0.4	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSNV	Elementary	Full-time (1.0)	10/21/2021 10:34 AM

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.02

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSAM	Elementary	Full-time (1.0)	10/21/2021 10:34 AM

Building Name		
School Street El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.3

Building Name		
School Street El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSDB	Elementary	Full-time (1.0)	12/03/2021 08:39 AM

Building Name		
School Street El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
School Street El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

Building Name		
School Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSAB	Elementary	Full-time (1.0)	12/02/2021 03:04 PM

Building Name		
School Street El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
School Street El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBLP	Multiple	Full-time (1.0)	02/22/2022 01:48 PM

Building Name		
George Blaisdell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.94

Building Name		
Bradford Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
This program position provides speech services and supports to students that have returned to high school beyond their senior year. Parent is informed that that the age range for their child's Special Education Program may vary more than four years at the secondary level and their child's program and services in the IEP will not be adversely affected.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBAB	Elementary	Full-time (1.0)	01/28/2022 10:16 AM

Building Name		
George Blaisdell El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBAE	Elementary	Full-time (1.0)	01/28/2022 10:18 AM

Building Name		
George Blaisdell El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)	8	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.4	

Building Name		
George Blaisdell El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GGBDS	Elementary	Full-time (1.0)	01/28/2022 09:54 AM

Building Name		
George Blaisdell El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
George Blaisdell El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.33

Special Education Facilities

Building Name		Room #
Bradford Area HS		362
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 24 feet, 6 inches	869sqft	31
Implementation Date		
2018-07-01		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bradford Area HS		358
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 6 inches	686sqft	24
Implementation Date		
2018-07-01		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bradford Area HS		270
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 6 inches	808sqft	28
Implementation Date		
2019-08-27		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bradford Area HS		312
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 20 feet, 0 inches	640sqft	22
Implementation Date		
2015-07-01		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bradford Area HS		322
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 22 feet, 0 inches	627sqft	22
Implementation Date		
2015-07-01		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bradford Area HS		252
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 25 feet, 0 inches	687sqft	24
Implementation Date		
2015-07-01		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		618
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 47 feet, 3 inches	1441sqft	51
Implementation Date		
2018-07-07		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		703
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 34 feet, 6 inches	776sqft	27
Implementation Date		
2017-07-10		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		408
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 34 feet, 6 inches	842sqft	30
Implementation Date		
2021-08-23		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		605
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
Implementation Date		
2015-07-01		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		714
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 4 inches	692sqft	24
Implementation Date		
2017-08-29		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		814
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 5 inches x 34 feet, 0 inches	762sqft	27
Implementation Date		
2017-08-29		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Floyd C Fretz MS		820
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 32 feet, 3 inches	747sqft	26
Implementation Date		
2018-07-01		
Uploaded Files		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		125
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2018-07-01		
Uploaded Files		

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14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 32 feet, 0 inches	672sqft	24
Implementation Date		
2015-08-24		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 34 feet, 0 inches	748sqft	26
Implementation Date		
2018-07-01		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2015-08-24		
Uploaded Files		

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17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		231
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 27 feet, 0 inches	567sqft	20
Implementation Date		
2015-08-24		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		330
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2015-08-24		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
School Street El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12
Implementation Date		
2018-07-01		
Uploaded Files		

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20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		616
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 3 inches x 36 feet, 6 inches	921sqft	32
Implementation Date		
2013-01-01		
Uploaded Files		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		623
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 19 feet, 10 inches	652sqft	23
Implementation Date		
2018-07-02		
Uploaded Files		

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		401
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 11 inches x 17 feet, 10 inches	533sqft	19
Implementation Date		
2018-07-01		
Uploaded Files		

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23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		406
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 9 inches x 24 feet, 11 inches	467sqft	16
Implementation Date		
2015-07-01		
Uploaded Files		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		734
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 12 feet, 0 inches	174sqft	6
Implementation Date		
2021-07-01		
Uploaded Files		

25 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
George Blaisdell El Sch		135
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 22 feet, 3 inches	650sqft	23
Implementation Date		
2022-01-28		
Uploaded Files		

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26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	Contractor
Paraprofessionals	7.5	Elementary	District
Paraprofessionals	13	Secondary	District
School Psychologist	2	District Wide	District
Occupational Therapist	5	District Wide	Contractor
Physical Therapist	4	District Wide	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Guidance Counselor	5	Secondary	District
Guidance Counselor	3	Elementary	District
Other	3	Elementary	District
Other	2	Secondary	District
Other	2	Secondary	Contractor
Other	2	Secondary	Contractor
Other	1	Elementary	Contractor
Behavior Specialist	1	District Wide	Contractor
Other	1	Secondary	Contractor
Other	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
The National Autism Conference provides comprehensive, evidence-based information to assist educators, other professionals, and families in developing effective educational programming for all students with autism spectrum disorders. The conference occurs annually in the first week of August. The conference also includes a virtual peer-reviewed poster session, special sessions highlighting topics of interest, and a virtual Art of Expression exhibit featuring artwork produced by students functioning on the Autism Spectrum. A science camp for secondary students with Autism is provided by Penn State University in conjunction with PATTAN. The Conference website also provides a rich store of conference archives including full video records of many important conference presentations. (https://autism.outreach.psu.edu/)			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	4-day training/annually	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
The Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Student with Autism provides an abbreviated but thorough intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. It is designed to meet the needs of teams who are participating in the PaTTAN Autism Initiative ABA efforts. Focus is on skills related to teaching students with Autism and related developmental disorders. The two-day training involves participants demonstrating skills related to identification of the verbal operant(s) and other ABA concepts, developing classroom schedules and card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic mand training skills. The session includes a brief overview of assessment tools and deriving student programs based on the assessment outcomes.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2-day training/annually	Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
Autistic/Life Skills Teachers' Professional Learning Community (PLC): The Individuals with Disabilities Education Act provides that students with disabilities have access to the general education curriculum, and Every Student Succeeds Act includes all students with disabilities in accountability measures, including statewide assessments. For students with the most significant cognitive disabilities, their educators are challenged to prioritize academic content and to present it in a meaningful and relevant way that is aligned to grade-level curriculum and accessible. In these once a month hour sessions, participants will network with fellow educators to continuously grow their toolkit to best serve students with the ever changing needs of special education starting September 2022- June 2022.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	Once/monthly	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
IU9 TaC Autism training and consultation is provided for specific students and classroom needs based on referrals with parent consent from district administration. Services from the TaC staff have been provided to assist with understanding characteristics of students diagnosed with Autism Spectrum Disorder, as well as develop an understanding and effectiveness of research-based strategies that will allow students identified on the Autism Spectrum to be successfully involved within the Least Restrictive Environment (LRE).			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	Based upon consultation requests	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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Description of Training			
PaTTAN Verbal Behavior Project on-site Consultants provide the Bradford Area School District professional staff, support staff, and related service providers with continued consultation and training to increase their skill level to support students diagnosed with Autism Spectrum Disorder, and receiving Autistic Support or other special education programming services in the BASD grades K-12. All four district buildings receive ongoing instructional consultation services to support the implementation of a Verbal Behavior program in Autistic Support or other special education support classroom programs at the primary elementary building, intermediate elementary building, middle school building and senior high school building. The Verbal Behavior Project Autism Consultants provide on-site support in providing teaching strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs. The Consultants also provide visual strategies, strategies for classroom structure, and transition planning, Executive Function Skills training, and when appropriate identify appropriate Assistive Technology strategies to increase access to the general education curriculum and school environment. Strategies provided assist in addressing learning strategies to accommodate varying ability levels, sensory needs, behavioral and social needs of our students receiving Autistic Support or other special education programming services enabling them to engage in learning experiences within the general education setting to the maximum extent possible as determined by each child's IEP Team.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	Monthly/Quarterly	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training
P2G - Path to Graduation: In an effort to support students with emotional disturbances, the district participated in a grant offered through Pattan called P2G Middle School Success: The Path to Graduation. The purpose of the grant was to address the academic, social and behavioral needs of middle school students receiving emotional and behavioral services. Participants were trained to use data in the areas of attendance, behavior, and coursework to align appropriate interventions and strategies to increase graduation rates.

Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	Monthly	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
IU9 supports the elementary schools in Positive Behavior Interventions and Supports (PBIS) on an ongoing basis. The goal is to reduce or eliminate poor behavior school wide by supporting and encouraging positive behavior.			
Lead Person/Position		Year of Training	
Elementary Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	Annually and as needed per referral for TaC	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Progress Monitoring for Behavior: Progress monitoring is the ongoing process of collecting and analyzing data to determine student progress toward attainment of measurable annual goals. This webinar provides information and considerations to be addressed when identifying a student behavior to target, writing a measurable behavior goal. This webinar provides examples of how to monitor student progress. https://www.pattan.net/Videos/Progress-Monitoring-for-Behavior			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators Central Office Administrators

			Special Education Teachers
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Description of Training			
Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2 days/training	Intermediate Unit	General Education Teachers Special Education Teachers Other

Description of Training			
Safe Crisis Management (SCM): SCM trainings provide staff with knowledge and skills to effectively prevent, minimize, and de-escalate student behavioral incidents. The Safe Crisis Management curriculum utilizes basic principles such as: prompting, differential reinforcement, and behavioral momentum that have a strong research history in the applied behavior analytic literature. District trains staff annually on SCM and de-escalation techniques.			
Lead Person/Position		Year of Training	
Director of Special Education, On-site SCM Trainer		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
18 (initial certification); 12 (re-certification)	3 days (initial); 12, 1 hour sessions (re-certification)	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA Training Series: These yearly updated trainings are designed to provide practical information regarding educational methods and resources that may be used by special education paraprofessionals working with students in a variety of educational settings. https://pattan.frameworkelder.com/ Comprehensive list of trainings: https://docs.google.com/document/d/1OrDcpN4Ybq29IERJpZR-_zQK-3K8qHj/edit			
Lead Person/Position		Year of Training	
Director of Special Education/Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Varies	20 hours annually	PaTTAN	Paraprofessionals

Description of Training			
Summer Book Study: Each summer IU9 TaC hosts a paraprofessional book study that focuses on topics specifically related to special education and are selected to support the inclusion efforts of the district.			
Lead Person/Position		Year of Training	
Director of Special Education/Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	4 (1x/week for the month of July)	Intermediate Unit	Paraprofessionals

Description of Training			
Newly Hired Paraprofessional Highly Qualified Training: The school district paraprofessionals, who support students with disabilities, are required to meet the status of highly qualified and engage in 20 hours of yearly professional development. IU9 supports these efforts by hosting a three day training for newly hired paraprofessionals. Additional training is offered as needs arise.			
Lead Person/Position		Year of Training	
Director of Special Education/ Assistant Superintendent/Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Varies	20 hours/annually	Intermediate Unit	Paraprofessionals

Description of Training

Child Abuse and Mandated Reporting Training: Per Act 126, mandated reporters must take a 3 hour training on Recognizing and Reporting Child Abuse every five years. Act 31 requires all employees licensed by the Pennsylvania Department of State take a 2-3 hour training on Recognizing and Reporting Child Abuse every two years.

Lead Person/Position		Year of Training	
Director of Special Education/ Assistant Superintendent/Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
District-wide Professional Development: Paraprofessionals are able to participate in district-wide professional development opportunities as it pertains to their work assignment.			
Lead Person/Position		Year of Training	
Director of Special Education/Superintendent/Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	Varies	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Transition

Description of Training
The Indicator 13 Compliance Module Series is a training series developed by PaTTAN and Intermediate Unit Secondary Transition consultants in response to the accountability requirements under the Individuals with Disabilities Education Act (IDEA) of 2004, Part B State Performance Plans as it relates to secondary

transition. The module series highlights effective practices in secondary transition. The series is designed to provide an overview of the seven areas required by Indicator 13 for compliant, secondary transition practices. Each module contains a pretest, PowerPoint presentation, effective practices Q&A discussion and a posttest. Participants are encouraged to view the Overview Module prior to completing any of the individual content modules. Module Overview: The Overview module provides an introduction to the Indicator 13 Compliance Module Series and explains the format of each of the six modules in this series. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-Overv> Module 1: This module provides a compliance and effective practices overview of outside agency and student involvement in the IEP meeting. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-1-> Module 2: This module provides a compliance and effective practices overview of interest/preference, academic, and functional assessment. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-2-> Module 3: This module provides a compliance and effective practices overview of Post-Secondary Goals related to education/training, employment, and independent living. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-3-1> Module 4: This module provides a compliance and effective practices overview of how to annually update the three Post-Secondary Goal areas. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-4-1> Module 5: This module provides a compliance and effective practices overview of the “transition grid” section of the IEP. Included in this section is a discussion regarding Courses of Study, Activities and Services related to the Post-Secondary Goals. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-5-1> Module 6: This module provides a compliance and effective practices overview of Measurable Annual Goals. <https://www.pattan.net/Videos/Indicator-13-Compliance-Module-6-1>

Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1-hour modules	6	Intermediate Unit PaTTAN	Central Office Administrators Special Education Teachers Other

Description of Training			
Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development (Indicator 13): In response to the accountability requirements under the Individuals with Disabilities Education Act 2004 (IDEA), Part B State Performance Plans (SPP), the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit Transition Consultants will be providing local education agencies (LEAs) targeted, sustained professional development regarding effective secondary transition practices that will reasonably enable students to meet post-secondary outcomes.			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
Varies	On-going throughout the school year	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers Other

Science of Literacy

Description of Training			
The IU9 Literacy Trainer and Consultant: The literacy needs of our students are met through evidence-based instruction and resources that are utilized to close the learning gap of students with IEPs. The IU9 Literacy Trainer and Consultant provides ongoing support through student specific consultations and teacher collaboration.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	Varies based on request for consultation	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	12 Modules	Intermediate Unit	Special Education Teachers

Description of Training			
Hard Words- Why aren't kids learning to read? https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 - The Educate Podcast	Other	Building Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
PA Dyslexia Public Cohort Series: This series provides in-depth knowledge and practice in the science of reading as it relates to early literacy intervention and the prevention of early reading difficulties, including dyslexia. The series provides the requisite knowledge and skills needed to effectively teach students to read in the early grades. The big ideas of reading are a central focus. Those big ideas include: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. Effective instructional routines are also offered in this series to bridge research to practice. https://www.pattan.net/Events/On-line-Courses/Course-2748/Events/Session-35849			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Self-paced	Self-paced online	PaTTAN	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
PaTTAN Pod: The Simple View of Reading, Part 1 (2 min) https://youtu.be/xV89e_IR7qw . Science of Reading Basics, Part 2: The Simple View of Reading (2 min.) https://youtu.be/QtDEMHRd8E . The Science of Reading Basics, Part 3: Scarborough's Reading Rope (2 min.) https://youtu.be/JR7GbAHntQ4			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6 minutes	3 - 2 minute online videos	PaTTAN	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Intensive Intervention in Reading: The course includes six modules that can support educators who are learning to implement intensive reading intervention through data-based individualization (DBI). https://intensiveintervention.org/training/course-content/intensive-intervention-reading			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Self-paced online	6 Modules - Intensive Intervention	Other	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Reading 101: A Guide to Teaching Reading and Writing (online Reading Rockets): These 9 course modules include in-depth information, classroom strategies, assignments, and additional resources on the building blocks of teaching reading and writing — including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In the accompanying video clips, you'll hear from literacy experts and see teachers using effective strategies and techniques in the classroom. https://www.readingrockets.org/teaching/reading101-course/modules/course-modules			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Self-paced online	9 Modules - Reading Rocket	Other	Building Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training
Effectively Engaging Families: Engaging families in the learning and development of children is crucial. We know the evidence suggests that children, no matter the income or background, tend to do better in school, stay in school longer, and like school more when we actively engage families.

https://www.youtube.com/watch?v=10DGC7TWU0w&list=PLCkBP2csbOssi3rUsfM-yQT1DVG Uihxg2&index=12			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
15 minutes	PaTTAN Pod Online Video	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
The Local Task Force (LTF) is a parent support group for parents who have a child with a disability. It is an organization dedicated to obtaining information and sharing of ideas, as it relates to special education initiatives that are happening within the local and state level.			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training
Evaluation Reports and IEP Present Levels: Special Education Evaluation Reports not only support eligibility decisions but also provide critical information that should be transferred to the Present Levels of Academic Achievement and Functional Performance sections of an IEP. Interpreting, summarizing, and

transferring that information can be challenging. This training provides information about how to use the results of an ER to write meaningful, objective IEP present levels.

Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Special Education Teachers Other

Description of Training

IEP Alignment and Best Practice Writing Review: This training focuses on writing IEPs for alignment of the IEP Present Levels, student specific skill based areas of need (related to disability), and the link to measurable annual goals and/or SDI and/or Related Services.

Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Special Education Teachers Other

Description of Training

IEP-Measurable Annual Goals: This training provides participants with an overview for developing well-written IEP goals that include the necessary criteria and reflect a direct link to skill areas of need. Goal development focuses on the alignment and reference of the Pennsylvania Core Standards. Participants are engaged in modifying and writing goals utilizing assessment data to establish a baseline. IEP present level information essential for writing and monitoring goals are reviewed.

Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Special Education Teachers Other

Description of Training			
IEP- Writing Measurable Annual Goals and Short Term Objectives (STO): This training provides participants with an overview for developing well-written IEP goals that include the necessary criteria and reflect a direct link to skill areas of need. Goal development focuses on the alignment and reference of the Pennsylvania Core Standards. Short Term Objectives for best practice implementation are reviewed and steps to write STOs are demonstrated.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 Virtual Video	Intermediate Unit	Special Education Teachers

Description of Training			
Writing IEP Present Levels: This training provides an overview of the information present levels should contain for best practice IEP results. Participants will be able to identify and interpret assessment data and make recommendations for determining areas of need related to the creation of IEP goals. Each section of the IEP present levels will be reviewed.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
The Essentials of IEP Writing: This self-paced, twelve module online course provides participants with instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Self-paced	12 Modules	PaTTAN	Special Education Teachers

Description of Training			
IEP Specially Designed Instruction: Participants will leave this training being able to: distinguish accommodations from modifications and instructional strategies/interventions, describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and assessments, select appropriate accommodations that address barriers presented by a student's disability and take into account his or her learning goals, and utilize objective data to determine an accommodation's effectiveness.			
Lead Person/Position		Year of Training	
Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Special Education Teachers

Universal Design for Learning (UDL)

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Introduction to Universal Design for Learning: The Why, the What, and the How: This self-paced, online course provides participants with an introduction to Universal Design for Learning (UDL) by exploring the Why, the What, and the How of UDL. Through the course lessons and activities, participants will learn how to develop clear goals, recognize obstacles in the learning environment, and utilize the UDL guidelines to meet individual needs in pursuit of expert learning.			
Lead Person/Position		Year of Training	
Director of Special Education / Building Principals		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience

6	Self-paced PaTTAN	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date