

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 175
School District Total Student Enrollment 1801
Percent of Students Receiving Special Education 9.7

Steering Committee

Name	Position/Role	Building	Email
Shane Hotchkiss	Superintendent	Bermudian Springs SD	shotchkiss@bermudian.org
Shannon Myers	Other	Bermudian Springs SD	smyers@bermudian.orh
Brian Booher	Director of Special Education	Bermudian Springs SD	bbooher@bermudian.org
Josh Korb	Other	Bermudian Springs SD	jkorb@bermudian.org
Tanya Tanner	Parent	Bermudian Springs MS	ttanner@bermudian.org
Jon DeFoe	Building Principal	Bermudian Springs HS	jdefoe@bermudian.org
Jennifer Shelley	Building Principal	Bermudian Springs MS	jshelley@bermudian.org
Jennifer Eley	Building Principal	Bermudian Springs El Sch	jeley@bermudian.org
Priya Ross	Special Education Teacher	Bermudian Springs El Sch	pross@bermudian.org
Lori King	Special Education Teacher	Bermudian Springs HS	lking@bermudian.org
Megan Aiello	General Education Teacher	Bermudian Springs El Sch	maiello@bermudian.org
Jennifer Goldhahn	Board Member	Bermudian Springs SD	jgoldhahn@bermudian.org
Mary Kemper	Board Member	Bermudian Springs SD	mkemper@bermudian.org
Kayla Betz	Parent	Bermudian Springs El Sch	khelm02@gmail.com

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)

Improvement and Planning Activity
The special education teachers at Bermudian Springs support the general curriculum taught in classrooms by providing additional adaptations, modifications, and instruction in the general curriculum for students with disabilities.
Progress monitoring data and benchmark assessments are used to make placement decisions and monitor the academic gains students have made when considering a change in placement.
The district provides general and special education teachers with collaboration time to assist in supporting students in the general education curriculum.
The district collaborates with parents through meetings, district mailings, on-line grading, e-mails, phone conferences, parent teacher evenings, and orientations meetings.

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
---------------	-----	---------------	-----	------------------

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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
SLD & Speech over-identifying compared to state averages	In the categories of Specific Learning Disability and Speech and Language Impairment, the number of identified special education students are slightly above the state average, but again not disproportionate in comparison to state averages. The District is seeing a higher number of students entering kindergarten without having any early intervention or preschool experiences. This may be a reason for a higher identification of students who have a speech impairment or a learning disability. Bermudian Springs School District's small overall student enrollment and special education enrollment in these categories is greatly impacted by the identification of a few new students, and students who move into or transfer to the district.

Non-Resident Students Oversight

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

No

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.)

Our district utilizes local institutional and residential programs in locations in neighboring school districts, who do act as host districts for students who are considered Section 1306 students.

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

Bermudian Springs School District is not experiencing any barriers to providing services and programs for Section 1306 students. Bermudian Springs School District is contracted whenever a student is placed outside the district in a institutionalized residential facility. Our district acknowledges the student's residency and completes and submits the educational information requested to help serve any student in an out of district program.

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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
School enrollment Inside Regular Education Class 80% or more is lower (54.8%) as compared to the state average of (61.5%) School enrollment Inside the Regular Education Class less than 40% is lower (6.7%) as compared to the state average of (9.6%)
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?
The District has School Wide Behavior Support at the elementary and secondary levels. Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Local options for supplemental supports are exhausted before students are referred for multidisciplinary evaluation and special education services in a more restrictive setting are considered. Agencies are also utilized to supply necessary supports for students including; mental health services, wrap around services, and counseling services.
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 district provides general and special education teachers with collaboration time to assist in supporting students in the general education curriculum. Special education teachers attend collaboration meetings in the elementary school and grade level team meetings in middle school, where the team process is embraced for each grade level. Special Education Department meetings are held once a month in each building to address special education issues and maintain the smooth implementation of special education procedures, professional development with administrators and teachers. Professional development is also provided to staff on autism, reading, mathematics, least restrictive environment, differentiated instruction, and identification procedures. Additionally, the Director of Special Education provides monthly workshops to teachers at each of our three school buildings. These workshops provide all staff opportunities to widen their understand of special Education and to increase their teacher pedagogies.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
The District has an adequate number of teachers and para-educators to assist students in the regular education classroom. The case management for special education has not risen above 18 students in several years. In some cases, the student caseload is as low as 7. Personal care assistants are utilized for students who are included and require more supports in the regular education classroom. The PCA's receive a minimum of twenty hours of training and are highly qualified. All special education teachers hired by the district are highly qualified.
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?
Bermudian Springs School District continues to maintain an agreement with Fairfield Area School District and Upper Adams School District that formed The Adams County Consortium. The consortium provides special education services for students who are identified as needing life skills, emotional support, or intensive learning support programs. The consortium was formed to provide an alternative to purchasing contracted services for students in these disability categories through the local intermediate unit. While students continue to be educated in neighboring school districts when intensive programming is needed, the consortium has allowed us to keep our students in one district consistently, providing smooth transitions as students move from pre-school to elementary, middle, and then high school. Student placement and enrollment has been streamlined to ensure quick and efficient access to programs that are more intensive based on the individual needs

of students. In the years that followed, and now during the 2022-2023 school year and our 12th year of operation, the Adams County Consortium has expanded its programs to provide programming in additional grade levels, and has a Transition Coordinator and to provide services to all three school districts in the consortium. As part of the transition process for students getting ready to graduate, the Transition Coordinator has established a work training program in conjunction with a local college. Students are trained for job skills, resume building, and accessing transportation. The local college has hired several students who have been successful with the job training and can be competitively employed either part-time or full time.

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)

All student placements in out of district programs were determined by the students's specific academic, behavioral, social and emotional needs. The IEP team considers regular education as much as possible and meets regularly to determine individual needs based on progress monitoring data. The LRE is determined through the IEP team and is based on teachers and parent input as to the needs of academic, behavioral, social and emotional needs of each student. The District will continue to provide professional development in meeting the SPP targets for students participating in the regular education setting as much as possible. These trainings will include providing training and supports to regular education and special education staff in effective inclusion practices and co-teaching practices. Special education teachers will continue to receive training in how to calculate the LRE for each student on an annual basis. The LRE is determined through the IEP team and is based on teachers and parent input as to the needs of academic, behavioral, social and emotional needs of each student.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey	Licensed Private Academic		Merakey	Autistic Support	4
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	2
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	2
New Story Schools	Approved Private School (APS)		New Story Schools	Autistic Support	1
Upper Adams School	Other	Neighboring School	Upper Adams School	Life Skills Support	12

District		District	District		
Fairfield Area School District	Other	Neighboring School District	Fairfield Area School District	Autistic Support	4
Conewago Valley School District	Other	Neighboring School District	Conewago Valley School District	Autistic Support	1
LIU #12 - Emotional Support Classroom	Other	Neighboring School District	LIU #12	Emotional Support	1
LIU #12 - MDS Classroom	Other	Neighboring School District	LIU #12	Multiple Disabilities Support	1
LIU #12 - Autistic Support	Other	Neighboring School District	LIU #12	Autistic Support	2
LIU #12 Autistic Support	Other	Neighboring School District	LIU #12	Autistic Support	1

Positive Behavior Support

Date of Approval
2021-03-09

Uploaded Files
113.2_-_Behavior_Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?
Bermudian Springs School District maintains a School Board Policy that has been developed and up-dated to comply with the District Wide Behavioral Support Program. This includes the adoption of the policies and procedures developed by the Lincoln Intermediate Unit that outline a Positive Behavior Support Program. Currently each individual building is responsible for the implementation of the positive behavioral support initiative. At each building a Student Code of Conduct outlines the rules, regulations, and discipline procedures. The code of conduct is reviewed and signed by all students at the beginning of the year and can be found on the district web site for reference. The District has implemented K-8 Second Step to address the social and emotional learning of students. At the elementary level, teachers include morning meetings and counselors provide guidance lessons each class on a monthly basis. Counselors also utilize small group lessons to address social skills based on student needs. The elementary school has implemented in each classroom and office a "calming corner." The calming corner is a place for students to use when they are angry or frustrated. It includes items such as fidgets, writing tools, and paper for the student to use to regain control and calm down. In all buildings, the counselors are available if a student needs to further calm down. The counselor can work through the situation with the student 1:1. Multiple staff at the high school, middle school, and elementary school have been trained in Crisis Prevention Intervention. This model provides a variety of strategies to deescalate students. This group is called if a student is escalated and teachers are not having success with talking with the student and using calming strategies. Functional Behavior Assessments are conducted to gather information, and formulate individual positive behavioral support plans when needed to manage student behavior. Positive Behavior Support Plans are developed by a school team that contains regular and special education teachers, school psychologist, building principals, and guidance counselor
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.
Functional Behavior Assessments are conducted to gather information, and formulate individual positive behavioral support plans when needed to manage student behavior. Positive Behavior Support Plans are developed by a school team that contains regular and special education teachers, school psychologist, building principals, and guidance counselor. Manifestation Determinations are conducted prior to disciplinary actions whenever students with disabilities violate school policy or are considered for a change in placement or a unilateral 45 day placement. Emotional support services are provided in the district for students with emotional disturbance at the middle school and high school level. Special education teachers and the instructional aide are certified, highly qualified and trained in Non-violent Crisis Prevention Intervention strategies and maintain their certificates. The Emotional Support Team meets once a month to discuss the success and challenges of our students and addresses student issues with on-going consultation by the school psychologist when needed. Our district utilizes our

Student Assistance Program (SAP) and the services of True North and Pennsylvania Comprehensive Behavioral Health (PCBH) when needed to provide assistance to students with mental health needs. PCBH will conduct evaluations and provide counseling to students who demonstrate mental health needs. Our district maintains a working relationship with the Office of Juvenile Probation for direct support to students who are referred for that level of intervention. Additionally, the District has contracted with Care Solace as a bridge for our students, families, and community members to connect to regional and state resources that accept/don't accept insurance. Care Solace is a powerful company and tool for staff to utilize to support students and their families.

3. Describe the district positive school wide support programs.

Currently each individual building is responsible for the implementation of the positive behavioral support initiative. At each building a Student Code of Conduct outlines the rules, regulations, and discipline procedures. The code of conduct is reviewed and signed by all students at the beginning of the year and can be found on the district web site for reference. The District has implemented K-8 Second Step to address the social and emotional learning of students. At the elementary level, teachers include morning meetings and counselors provide guidance lessons each class on a monthly basis. Counselors also utilize small group lessons to address social skills based on student needs. The elementary school has implemented in each classroom and office a "calming corner." The calming corner is a place for students to use when they are angry or frustrated. It includes items such as fidgets, writing tools, and paper for the student to use to regain control and calm down. In all buildings, the counselors are available if a student needs to further calm down. The counselor can work through the situation with the student 1:1. Multiple staff at the high school, middle school, and elementary school have been trained in Crisis Prevention Intervention. This model provides a variety of strategies to deescalate students. This group is called if a student is escalated and teachers are not having success with talking with the student and using calming strategies.

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

Bermudian Springs School District maintains a pre-referral procedure that includes Child Study Teams, and the Student Assistance Program at the secondary level. The Child Study Teams identify and screen students who are at risk academically, socially or behaviorally. A team approach will continue to be utilized to identify the local resources and services that are available to students in regular education that may help them to be more successful. A full continuum of services is maintained to address students specific needs including: related service providers, Title 1 services, guidance and counseling services, ESL services, tutoring, summer programs, and are implemented based on student need. The District has School Wide Behavior Support at the elementary and secondary levels. Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Local options for supplemental supports are always exhausted before students are referred for multidisciplinary evaluation and special education services in a more restrictive setting are considered. Agencies are also utilized to supply necessary supports for students including; mental health services, wrap around services, and counseling services. The district provides general and special education teachers with collaboration time to assist in supporting students in the general education curriculum. Special education teachers attend collaboration meetings in the elementary school and grade level team meetings in middle school, where the team process is embraced for each grade level. Special Education Department meetings are held once a month in each building to address special education issues and maintain the smooth implementation of special education procedures, professional development with administrators and teachers. Professional development is also provided to staff on autism, reading, mathematics, least restrictive environment, differentiated instruction, and identification procedures. The district collaborates with parents through meetings, district mailings, on-line grading, e-mails, phone conferences, parent teacher evenings, and orientations meetings. Special scheduling meetings for the parents of emotional support

and learning support students who transition from the middle school to high school, elementary school to middle school, and from pre-school to the elementary school.

5. Describe the district restraint procedure.

Emotional support services are provided in the district for students with emotional disturbance at the middle school and high school level. Special education teachers and the instructional aide are certified, highly qualified and trained in Non-violent Crisis Prevention Intervention strategies and maintain their certificates. The Emotional Support Team meets once a month to discuss the success and challenges of our students and addresses student issues with on-going consultation by the school psychologist when needed. Our district utilizes our Student Assistance Program (SAP) and the services of True North and Pennsylvania Comprehensive Behavioral Health (PCBH) when needed to provide assistance to students with mental health needs. PCBH will conduct evaluations and provide counseling to students who demonstrate mental health needs. Our district maintains a working relationship with the Office of Juvenile Probation for direct support to students who are referred for that level of intervention.

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.

No students have been reported.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESLST02	Elementary	Full-time (1.0)	01/25/2023 02:49 PM

Building Name		
Bermudian Springs El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSCONSEST01	Secondary	Full-time (1.0)	02/07/2023 01:43 PM

Building Name		
Bermudian Springs HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST03	Secondary	Full-time (1.0)	02/07/2023 01:43 PM

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST02	Secondary	Full-time (1.0)	02/07/2023 01:43 PM

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST01	Secondary	Full-time (1.0)	02/07/2023 01:43 PM

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 18
Age Range Justification		FTE %
		0.45

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESSPLANG	Elementary	Full-time (1.0)	02/07/2023 01:44 PM

Building Name		
Bermudian Springs El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLST01	Secondary	Full-time (1.0)	01/25/2023 02:03 PM

Building Name		
Bermudian Springs MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESLST01	Elementary	Full-time (1.0)	02/07/2023 01:44 PM

Building Name		
Bermudian Springs El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.34

Special Education Facilities

Building Name		Room #
Bermudian Springs El Sch		107
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, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2023-01-25		
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 #
Bermudian Springs MS		211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2023-01-25		
Uploaded Files		

2Assurance 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 #
Bermudian Springs HS		125
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
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2023-01-25		
Uploaded Files		

3Assurance 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

4Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	3	District Wide	District
Paraprofessionals	2	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	4	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Awareness			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Parents

Positive Behavior Support

Paraprofessional

Description of Training			
Paraprofessional Training			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Transition

Description of Training	
Transition Council	
Lead Person/Position	Year of Training
LIU-12	

Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy, Science of Reading (SoR)			
Lead Person/Position		Year of Training	
Shannon Myers, Asst Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
8	3	Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Special Education Steering Committee			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
IEP Goal Development			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
IEP Paperwork Process/Procedures			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Special Education Workshops			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training

EBR			
Lead Person/Position		Year of Training	
Brian Booher, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Special Education Teachers

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

