

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 143
School District Total Student Enrollment 898
Percent of Students Receiving Special Education 15.9

Steering Committee

Name	Position/Role	Building	Email
Todd Beatty	Superintendent	Northern Bedford County SD	tbeatty@nbcsd.org
Lindsay A Cherry	Director of Special Education	Northern Bedford County SD	lcherry@nbcsd.org
Shawn Cerully	Building Principal	Northern Bedford County HS	scerully@nbpanthers.org
Kendra Pritchett	Building Principal	Northern Bedford County MS	kpritchett@nbcsd.org
Trevor Replogle	Building Principal	Northern Bedford Co El Sch	treplogle@nbcsd.org
Randy Wiand	Board Member	Northern Bedford County SD	rwiand@nbcsd.org
Susan Heuston	Special Education Teacher	Northern Bedford Co El Sch	Sheuston@nbcsd.org
Scott Bollman	General Education Teacher	Northern Bedford County HS	Sbollman@nbcsd.org
Donna Dettlerline	Parent	Northern Bedford County HS	ddetterline@nbcsd.org

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?

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.)
 - The Northern Bedford County School District recognizes its obligation to ensure access to the same educational programs and services provided to district students. The Northern Bedford County School District will implement child-find procedures, develop and or review current IEPs and provide comparable related services in the existing IEPs until the district can convene an IEP meeting to determine whether the IEP needs revised. Northern Bedford will ensure that a certified special education teacher is in place and the district will ensure FAPE is being established and implemented.
 - The school district will ensure that students will be receiving a free appropriate public education by providing students with their educational program in the least restrictive environment based on their strengths and needs. The Northern Bedford County School District offers a continuum of services through the district, neighboring school districts, and the Appalachia Intermediate Unit 08.
 - The most prevalent barriers that exist would be that of receiving appropriate educational documents in a timely manner for students categorized under Section 1306.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Northern Bedford County School District would work with the 1306 facility to ensure a transition plan to ensure the student would transition back to school successfully. We have utilized several transition plans from outside placements and students have been 100% successful with the support the district puts in place with open communication between outside placement and NBCSD and also the families and NBCSD. Some examples are: Northern Bedford works with outside placement to create a successful transition plan, such as students will come to NBC for the morning and have additional support at placement for the afternoon for a timeframe agreed upon by the IEP team. We have also done transition plans that have students come back for 2-3 days of the week (full day) then have the support at placement for the end of the week. Northern Bedford is actively in communication with placements on a daily basis to ensure successful transitions. Northern Bedford is also active in visiting placements before and during a transition plan in put in place, discussing with students and parents the expectation and accommodations that can be put in place to ensure students are successful and aquedatley ready to transition back to NBC. We have also had teachers from placement actively check in once transition is in place full time and meet with students to ensure transition is successful.

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.

The Northern Bedford County School District strives to ensure that to the maximum extent possible, children with disabilities, including children in public and private institutions or other care facilities are educated with children who are non-disabled. Utilizing special classes or separate schooling for children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in the regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. The Northern Bedford County School District is committed to providing a Free Appropriate Public Education in the Least Restrictive Environment for all students. Once a child has been determined eligible for and in need of specially designed instruction, the IEP team will work to develop a plan based on the individual child's needs. The IEP team will review present levels, strengths and needs in order to determine the educational placement. The Northern Bedford County School District strives to educate children in the regular education environment to the maximum extent. Supplementary aides and services are included in the IEP team discussion to ensure that the placement of a student is in the Least Restrictive Environment (LRE):

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

Special education and regular education teachers work collaboratively on planning schedules, activities, accommodations, and modifications that can be implemented to ensure the successful integration of students with disabilities. The district is committed to exploring and implementing educational practices that will provide disabled students the opportunity to be educated in the least restrictive environment. Examples of some of these practices are as follows: 1) providing a common planning time for teachers that afford the time to discuss the educational needs of their academically and behaviorally challenged students 2) utilizing co-teaching practices which promote active participation of special education teachers in the general education environment and using the general education curriculum for instruction 3) utilizing/exploring assistive technology when needed to encourage/promote active participation and involvement in all content areas 4) using data that is analyzed to ensure that student needs are being met 5) implementing a co-teaching model that provides students with an expert content teacher and an expert strategist teacher. Assistive technology such as the Google Docs, voice to text program, seesaw, google classroom, canvas and read program is used for students in order to gain independence while participating in the general education curriculum. iPads are provided to all elementary students. Chromebooks and laptops are provided to all students 6-12. Several reading programs have been incorporated to meet the needs of a variety of learning styles such as Wilson Reading System, Heggarty phonemic awareness, West Virginia Phonics Instruction, Read 180, Orton-Gillingham, Making Connections, Read Naturally, Lexia, My Reading Coach, and SRA Corrective Reading. Additional assistive devices that students utilize in the general education environment are FM systems to aid in classroom material being presented orally. We also utilized voice recording devices for students who have the need to listen back to lecture and/or instruction. Visually Impaired students are able to gain access to the general education curriculum while in the regular environment with slant boards, magnifying glasses, and large print materials. The Northern Bedford County School District provides staff with opportunities that are on-going to participate in conferences/workshops that address differentiated instruction, co-teaching, teaching the whole student, emotional intelligence, Collins writing instruction, word wall usage throughout k-12 resiliency, data analysis, reading/writing instructional strategies, and math instructional strategies. Northern Bedford has 83.3% of students in Regular Education more than 80% of the school day, 10.5% of students in between 20-80% of the school day, and 6.2% of students who are placed out of district for

a variety of services. Of those 6.2% of students, we have students that receive full time Life Skills Support, Full Time Autistic Support, or Full Time Emotional Support.

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 school district will continue to provide opportunities for general and special education staff as well as paraprofessionals to attend conferences/workshops that will support and promote our district's commitment to students placed in the Least Restrictive Environment (LRE). The Northern Bedford County School District provides opportunities for staff enhance their skills by offering and suggesting conferences/workshops at locations such as PATTAN, local presenters and the IU08. The Northern Bedford County School District has approximately 93% of students with disabilities being educated in the regular education classroom for 80% or more of the school day. The school district currently has 13 students that are placed outside of the school district. These students are placed in Life Skills programs throughout Bedford County. The Bedford County Schools have created a consortium in order to provide a continuum of educational services for each of the county schools in order to provide services for students that need Life Skills support. Northern Bedford utilizes specialty programs for students with Autism and Emotional Support. The Northern Bedford County School District attributes the exceeding number of students being educated in the regular education classroom to the RtII program at the elementary school as well as providing supplementary aid and services in the regular education classroom to ensure the success of our students. Additionally, our district has a co-teaching model at every grade level where the regular education teacher and the special education teacher are both providing instruction in the regular education classroom setting. We utilize specific, researched based curriculum interventions with all students who receive emotional support. We increase services, or adjust modifications and accommodations if the IEP team is not seeing growth in students. We utilize group and individual sessions with students to address specific needs for emotional/social 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 Northern Bedford County School District has high expectations as far as academic programs. We utilize the co-taught model with utilizing several strategies such as: One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles. We also use a time of the school day to use specific interventions/enrichment with all students in the building. We do have a small percentage of pull-out instruction but those students are in LRE for science, social studies, elective classes, specials classes, lunch and recess. Northern Bedford utilizes supplementary aids and services, which are services and other supports to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment. Examples

include a note taker; assignment of paraprofessional staff (or a one-to-one teacher aide or assistant), preferential seating, a structured learning environment, repeating and simplifying instructions about in-class and homework assignments or study guide outlines of key concepts, and use of a personal care aid. All students at Northern Bedford County School District have opportunities to learn with non-disabled peers.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary Aids and Services are critical components to ensure students are learning in the LEA environment, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate entity. Some examples that Northern Bedford uses are : a structured learning environment, repeating and simplifying instructions about in-class and homework assignments, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting class schedules, modifying test delivery, using tape recorders, computer-aided instruction and other audio-visual equipment, modified textbooks or workbooks, tailoring homework assignments, reducing class size, use of one-on-one tutorials, classroom aides and note takers in class. Northern Bedford has a high percentage that participate in extra-curricular activities. Students with disabilities participate in sports, musicals, band, after three activities, clubs, and volunteer through school activities. If there would be a need, the school district would provide personal care aides or coaches support to ensure all students have the same opportunities as regular education students.
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? Northern Bedford ensures if possible that students placed out of district are with non-disabled peers as much as possible. In the life skills settings, student are in regular education classes for specials, assemblies, lunch, recess (if elementary) study halls, and all other non-academic settings. If we have students that are able to participate in general education for non-tested courses, such as social studies, science, academic electives, we also encourage students to take those courses with modified content. In full-time autism/emotions support settings, we ensure that students can go on community based trips to teach valuable life skills and have access to peers without disabilities. They attend field trips in regular education settings where those interactions would be most appropriate, for example they take a field trip to the planetarium, which is in a public school building and the interactions includes students in that program. Students who are in partial hospitalization programs, they are included with regular education students in academics and in group therapy sessions. We have students that participate in after school programming at Northern Bedford K-12 and also participate in sports/clubs after school hours. We also offer CTE programming for students who are placed out of district and have students that participate. We have also had student complete work-based instruction who are placed out of district. They are able to attend school wide activities while they are completing work-based instruction.
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) Northern Bedford county school district in contact with out of district students one time per month, whether it be an in-person visit or call, email, zoom meeting or message checking in on students. We have students who come to campus on a regular basis after school hours to participate in extra-curricular activities. The special education director makes direct contact with parents of out of district students regularly through the year to assess needs for students, or merely just to check in.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Height School	Licensed Private Academic		Soaring Heights/Amanda Boland	Autistic Support	
Soaring Heights School	Licensed Private Academic		Soaring Heights/Amanda Boland	Emotional Support	
Merakey	Licensed Private Academic		Mearkey/Shannon Caputo	Autistic Support	
Merakey	Licensed Private Academic		Mearkey/Shannon Caputo	Emotional Support	
Central Elementary	Other	Elementary School	Chestnut Ridge School District/Amy Cooper	Life Skills Support	
Bedford Elementary	Other	Elementary School	Bedford School District/ Dr. Paul Ruhlman	Life Skills Support	
Everett Middle/High School	Other	Middle/High School	Everett Area School district / Jim Hollis	Life Skills Support	
Nulton Diagnostics partial hospitalization	Licensed Private Academic		Nulton Diagnostics /Susan Custer	Emotional Support	

Positive Behavior Support

Date of Approval
2021-02-09

Uploaded Files
behavior Policy.pdf

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

The Northern Bedford County School District is committed to implementing positive behavioral support practices for all students with disabilities. The School district has established a variety of practices that staff members use to support positive behaviors in the school environment which include: consistent expectations (PRIDE - Positive, Respectful, Involved, Dependable, Excellent MS/HS) (PAWS - Practice Respect, Act Responsibly, Work Together and Safety first)- , structured classroom routines, Student Assistance Program, attendance and behavioral expectations, de-escalation techniques, school/family communications, and counseling support. The school district's Behavioral Support Policy reflects the district's support in providing school wide positive supports. The Northern Bedford County School District ensures that students with disabilities are educated in the least restrictive environment. Students shall only be placed in settings other than the regular education class when the nature of severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. If necessary, the IEP team will reconvene weekly in order to adjust the plan to ensure the student will achieve success in the regular education classroom. The Northern Bedford County School District's behavior support programs shall be based on positive rather than negative behavior techniques. Students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior Support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment.

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 Northern Bedford County School district participates in de-escalation techniques will be the district's primary focus when dealing with behaviors. The Northern Bedford County School District has teams in each building that receive yearly training in de-escalation and behavior supports. Currently, all paraprofessionals, administrators and some teachers in each school building have participated in Non-Violent Crisis Intervention Training and hold up-to-date certifications. De-escalation techniques are a focus in that particular training. CPI, Nonviolent Crisis Intervention training is the annual training given to staff. This program gives the skills to build effective culture of safety within the school district. The training is a safe, nonharmful behavioral management system designed to help teachers/staff at NBCSD in the school setting provide the best possible care for students who are escalated and could have crisis behaviors.

3. Describe the district positive school wide support programs.

The Northern Bedford County School district has been recognized at the state level for the PBIS. PBIS is delivered district wide at NBCSD. In the high/middle

school, we have a student and a faculty team that meet monthly to enhance positive behaviors in the MS/HS. There are monthly and weekly rewards in the MS/HS. The faculty hands out PRIDE tickets and they can be used for the rewards and/or incentives in each classroom. Teachers have become very creative on how to use PRIDE tickets. We also have incentives for teachers, students can complete PRIDE tickets for staff as well. The student team also has incentives for teachers such as coffee cart, raffles for incentive items, and snacks throughout the month. In the elementary school, PAWS tickets are handed out to students as rewards for doing the right thing. They have monthly incentives that they can use their PAWS tickets as rewards.

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

The Northern Bedford County School District does provide School-Based Behavioral Health Services through the school psychologist and the school counselors. These individuals provide one-on-one and small group services to students that exhibit the need. The school district acts as a satellite office to several outside agencies (Alternative Community Resource Program, Personal Solutions, Children and Youth Services, Blair Family Solutions. The outside agencies provide services such as mental, social, and behavioral health appointments on the school campus. We partner with outside agencies that come into the school building to provide direct counseling services to students identified as having a need. This partnership allows counselors to come into the building and alleviate parent transportation and excess time out of the building for the student.

5. Describe the district restraint procedure.

The staff at Northern Bedford County School district is trained in CPI, Nonviolent Crisis Intervention training. The staff uses the CPI crisis development model to ensure safety for staff and students. When crisis occurs with students, the first level of anxiety the staff will take a supportive, empathetic, non judgmental approach to help with the lowering anxiety. The next level of crisis is defensive and staff would take a directive approach with the student, giving clear directives or instructions. Next level is risk behavior, staff will then use safety interventions that could involve restrictive and non-restrictive strategies to maximize safety and minimize harm. The last is tension reduction and staff and rebuild a therapeutic rapport with the student, this is to help with re-establishing the relationship with the student. The staff that have been trained have to take action on the behavior and how staff responds to the behavior will have the most influence on the outcome. Using Physical restraint is always last resort.

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 Northern Bedford County School District is not experiencing difficulty ensuring FAPE for any students with disabilities. If the Northern Bedford County School District would encounter difficulty ensuring FAPE, then the school district would incorporate the following procedures: 1) An IEP meeting would be held in order to review programming options within the district based on the individual needs of the student and/or possible implementing new programming within the district 2) If options are attempted and/or ruled out, the school district will determine optional programming at neighboring school districts and/or educational placements that would meet the needs of the student. 3) Once a programming option is determined by the IEP team, the parent/student/school district representative would tour the placement and an IEP meeting would be scheduled to finalize the recommended placement. The Northern Bedford County School District utilizes an inter-county school district and interagency approach to resolve and locate educational placements/services for hard to place students with disabilities. Currently, we have one student who receives instruction in the home. We identify that student through the IEP process and report the information through the SES reporting website. The timeline to report students to the SES system is at the beginning of each school year or after determination of the students' needs and also updating SES system as necessary when there are changes. Currently, we do not have any student who receive home bound instruction, but if we would have students under a medical condition, they would also be reported through the SES reporting website within 30 days of the students needs being identified. Students can attain one extension on the homebound instruction and if the district receives the correct documentation from the doctor, the change will also be made on the SES sight within a timely manner. Currently, Life Skills Support and Multiple Disabilities Support are serviced in multiple district classrooms within Bedford County. These multiple district classrooms are used to provide services and meet the needs of the five Bedford County school districts. The Bedford County special education supervisors meet every other month to coordinate services for the students. If necessary, the Northern Bedford County School District will utilize other neighboring counties in order to meet the needs of students and offer a continuum of services. However, the school district's primary focus is building upon in-district efforts to meet the needs of all students with disabilities. If educational programs and/or services are not able to be provided by the school district, Appalachia Intermediate Unit 08, and the Bedford County system as described, then the Northern Bedford County School District will utilize the services of Children and Adolescent Service System Program (CASSP). CASSP is in place to collaboratively design and implement services for students. The following agencies that could participate in this collaboration: Bedford County BHRS (Cornerstone Community Services), Children and Youth Services, Office of Probation, Drug and Alcohol, Extended Family Academy, Home Nursing, Family Behavioral Resources, Nulton Diagnostic and Treatment Center, Alternative Community Resource Program, Soaring Heights, and Merakey. All of the agencies, the school district, and families work collaboratively to resolve issues and locate educational placements and/or services for hard to place students. The Northern Bedford County School District also will seek consultation from the Appalachia Intermediate Unit 08's interagency coordinator and/or social worker. The Northern Bedford County School District entrusts Early Intervention activities to the Appalachia Intermediate Unit 08. When a student in that program reaches school age, several district representatives (building principal, special education supervisor, school psychologist, school counselor, speech therapist, kindergarten teacher) will attend Early Intervention Transition meetings. The school district will coordinate all the recommendations per student need to ensure a successful transition. The Bedford County school districts have had and continue to have discussions regarding opening autistic support classrooms throughout the county to provide students with the need of supplemental or fulltime services. Discussion and organization of such a program is still under discussion and will be determined per individual student needs. Discussion within our district has been held in order to service students who are identified as having an emotional disturbance if the need is greater than an itinerant or supplemental level of support. The district has teachers in house that can provide supplemental services if a need arises for a student. We have currently added daily services for a few students in the district to meet the need locally.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 PK	Secondary	Full-time (1.0)	03/09/2023 01:38 PM

Building Name		
Northern Bedford County HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 JG	Secondary	Full-time (1.0)	03/09/2023 01:38 PM

Building Name		
Northern Bedford County HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 KL	Multiple	Full-time (1.0)	03/09/2023 01:39 PM

Building Name		
Northern Bedford County HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Northern Bedford County HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Northern Bedford County MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Northern Bedford County 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	Secondary	10 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 MB	Secondary	Full-time (1.0)	03/09/2023 01:40 PM

Building Name		
Northern Bedford County MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.4

Building Name		
Northern Bedford County MS		
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	11 to 11
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 JH	Secondary	Full-time (1.0)	03/09/2023 01:40 PM

Building Name		
Northern Bedford County MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Northern Bedford County MS		
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	Secondary	10 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 VN	Elementary	Full-time (1.0)	03/09/2023 01:40 PM

Building Name		
Northern Bedford Co El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 MC	Elementary	Full-time (1.0)	03/09/2023 01:40 PM

Building Name		
Northern Bedford Co El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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1.0 - TH	Elementary	Full-time (1.0)	03/09/2023 01:41 PM
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Building Name		
Northern Bedford Co El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.4

Building Name		
Northern Bedford Co El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Northern Bedford Co El Sch		
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	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 SH	Elementary	Full-time (1.0)	03/09/2023 01:41 PM

Building Name		
Northern Bedford Co El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HA	Multiple	Full-time (1.0)	03/09/2023 01:41 PM

Building Name		
Northern Bedford County SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 11
Age Range Justification		FTE %
Students are not in sessions together that cross the age range. We do not have age-range waivers.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0	Secondary	Part-time (0.5)	01/27/2023 10:01 AM

Building Name		
Northern Bedford County SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Special Education Facilities

Building Name		Room #
Northern Bedford County HS		113
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
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2022-11-07		
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 #
Northern Bedford County MS		229
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 23 feet, 0 inches	437sqft	15
Implementation Date		
2022-11-07		
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 #
Northern Bedford County HS		112
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
17 feet, 0 inches x 26 feet, 0 inches	442sqft	15
Implementation Date		
2022-11-07		
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 #
Northern Bedford County MS		230
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 23 feet, 0 inches	437sqft	15
Implementation Date		
2022-11-07		
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 #
Northern Bedford County MS		MS 4
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 23 feet, 0 inches	437sqft	15
Implementation Date		
2022-11-07		
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 #
Northern Bedford Co El Sch		310
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 22 feet, 0 inches	330sqft	11
Implementation Date		
2022-11-07		
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 #
Northern Bedford Co El Sch		311
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 31 feet, 0 inches	725sqft	25
Implementation Date		
2022-11-07		
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 #
Northern Bedford Co El Sch		331
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 31 feet, 0 inches	725sqft	25
Implementation Date		
2022-11-07		
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 #
Northern Bedford Co El Sch		328
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 22 feet, 0 inches	330sqft	11
Implementation Date		
2022-11-07		
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	

Special Education Support Services

10Special 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
Transition Coordinator	1	Secondary	District
Paraprofessionals	5	Elementary	District
Paraprofessionals	2	Secondary	District
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	.5	District Wide	Contractor
Guidance Counselor	2	Secondary	District
Guidance Counselor	1	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Consortium / ongoing professional development each year - 4 sessions - February 21, 2023, March 14, 2023, April 4, 2023, May 9, 2023			
Lead Person/Position		Year of Training	
Mark DeRubeis / Autistic Support - Annual Training			
Hours Per Training	Number of Sessions	Provider	Audience
3	4 per year	Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Teaching With Intention: Balancing the Socio-Emotional and Academic Challenges for Success- October 3, 2022			
Lead Person/Position		Year of Training	
Diane Coulter / Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
CPI Non violent Crisis Intervention - Annual training - September 14, 2022			
Lead Person/Position		Year of Training	
Don Arotin / IU8 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
School Wide Positive Behavior Intervention Support Plan District Wide Fidelity training - July 12, 2022			
Lead Person/Position		Year of Training	
Dr. Megan Horsh, NCSP IU8 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Helping Students with ADHD Succeed in the Classroom - August 23, 2022			
Lead Person/Position		Year of Training	
Karen Makin / Program Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Positive Behavior Support Plan (PBIS) - Annual Training - October 19, 2022	
Lead Person/Position	Year of Training

Dr. Megan Horsh			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Description of Training			
CPI Non-Violent Crisis Intervention - Annual Training - August 22, 2022			
Lead Person/Position		Year of Training	
Don Arotin / IU08 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals

Description of Training			
Teaching with Intention - Balancing Social Emotional and Academic Challenges for Success - one time session October 3, 2022			
Lead Person/Position		Year of Training	
Diane Coulter / Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Paraprofessionals

Transition

Description of Training			
Ongoing transition council meetings throughout the year - Meet Monthly			
Lead Person/Position		Year of Training	
Karen Eppley / Transition Coordinator Bedford County			
Hours Per Training	Number of Sessions	Provider	Audience
3	10	Other	Special Education Teachers

Description of Training			
Steps to Success / transition fair - February 22, 2022			
Lead Person/Position		Year of Training	
Lindsay Cherry/ Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Literacy Lunch and Learn - ongoing PD through the year			
Lead Person/Position		Year of Training	
Dr. Megan Horsh, NCSP IU8 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
3	6	Intermediate Unit	Building Administrators General Education Teachers Parents Special Education Teachers

Parent Training

Description of Training			
Homework Habits - September 22, 2022			
Lead Person/Position		Year of Training	
Lindsay Cherry/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience

3	1	District	Parents Paraprofessionals
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Description of Training			
Special Education Process - November 22, 2022			
Lead Person/Position		Year of Training	
Lindsay Cherry/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents Paraprofessionals

Description of Training			
Transition Process - February 15, 2023			
Lead Person/Position		Year of Training	
Lindsay Cherry/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals Special Education Teachers

Description of Training			
Summer activities/ reading, writing and math -April 19, 2023			
Lead Person/Position		Year of Training	
Lindsay Cherry/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

IEP Development

Description of Training			
New teacher orientation - IEP Process - August 11, 2022			
Lead Person/Position		Year of Training	
Lindsay Cherry/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date
2023-03-08

Uploaded Files

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

Todd B. Beatty

Date

2023-03-08

