

Profile and Plan Essentials

LEA Name		AUN
Bermudian Springs SD		112011103
Address 1		
7335 Carlisle Pike		
Address 2		
City	State	Zip
York Springs	PA	17372
Director of Special Education Name		
Brooke A. Shaffer		
Director of Special Education Email		
bshaffer@bermudian.org		
Director of Special Education Phone Number		Director of Special Education Ext
717-528-4113		1712
Chief Administrator Name		
Dr Brad D Sterner		
Chief Administrator Email		
bsterner@bermudian.org		

Special Education Students

Total Number of Students Receiving Special Education 252

School District Total Student Enrollment 1674

Percent of Students Receiving Special Education 15.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Brad Sterner	Superintendent	Bermudian Springs SD	bsterner@bermudian.org
Dr. Shannon Myers	Other	Bermudian Springs SD	smyers@bermudian.org
Brooke Shaffer	Director of Special Education	Bermudian Springs SD	bshaffer@bermudian.org
Dr. Ronald Wales	Director of Curriculum	Bermudian Springs SD	rwales@bermudian.org
Mike Brooks	Building Principal	Bermudian Springs HS	mbrooks@bermudian.org
Jennifer Shelley	Building Principal	Bermudian Springs MS	jshelley@bermudian.org
Dr. Danielle Curzi	Building Principal	Bermudian Springs El Sch	dcurzi@bermudian.org
Jen Goldhahn	Board Member	Bermudian Springs SD	jgoldhahn@bermudian.org
Kim Friedman	Other	Bermudian Springs SD	kfriedman@bermudian.org
Tori Simon	Other	Bermudian Springs SD	tsimon@bermudian.org
Megan Aiello	General Education Teacher	Bermudian Springs El Sch	maiello@bermudian.org
Alli Warehime	Parent	Bermudian Springs MS	ahall30@gmail.com
Jill Lerew	General Education Teacher	Bermudian Springs El Sch	jlerew@bermudian.org
Tasha Berwager	Parent	Bermudian Springs MS	Tnhimes@gmail.com
Lena Polliard	Special Education Teacher	Bermudian Springs HS	lpolliard@bermudian.org
Priya Ross	Other	Bermudian Springs SD	pross@bermudian.org
Lori King	Special Education Teacher	Bermudian Springs HS	lking@bermudian.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)

Improvement and Planning Activity
The Bermudian Springs School District will provide clear, timely communication to parents and families regarding upcoming assessments. Multiple communications will be shared outlining the purpose of the assessments, as well as the scheduled dates and times, ensuring families have adequate notice and the information needed to support student participation. These efforts will ensure families remain informed and prepared for the assessment process.
The Bermudian Springs School District will follow up with students who are absent during the assessment window to ensure they have an opportunity to participate. School staff will communicate with families and coordinate make-up sessions, providing multiple opportunities for students to complete assessments within the designated window. These efforts will maximize student participation and ensure all students have a fair and reasonable opportunity to complete the required assessments.
The Bermudian Springs School District will provide students with regular exposure to PSSA-style questions and the online testing platform throughout the school year. Brief, low-pressure practice opportunities embedded within regular instruction will help students become familiar with the assessment format, expectations, and digital tools used during testing. These structured practice sessions will build student confidence in navigating the platform, utilizing embedded features, and managing their time effectively, while reducing anxiety associated with unfamiliar testing environments. Consistent exposure will strengthen both content readiness and technical proficiency, ensuring students are well prepared for the assessment experience.
The Bermudian Springs School District will provide families with clear, accessible information explaining the purpose and value of the PSSA assessments so they can make informed decisions about student participation. Case managers will receive guidance and tools to help them communicate the importance of PSSA testing while also clearly explaining the Assessment section of the IEP. District communications will emphasize that PSSA assessments serve more than state reporting requirements. The results provide meaningful information used to monitor student growth and progress over time. The District will also highlight how assessment data helps inform instructional planning, identify areas of strength, and guide targeted supports where students need them most. By clearly explaining the role of these assessments in supporting student learning and long-term academic planning, the District seeks to strengthen family engagement and reinforce the value of participation as an important part of each student's educational experience.

Education Environments (Indicator 5)

Improvement and Planning Activity
The Bermudian Springs School District will provide targeted professional development for general education teachers focused on modifying and adapting instruction to address the needs of students with identified educational disabilities. Training will emphasize practical strategies for differentiating assignments, adjusting levels of complexity, and providing appropriate instructional supports while maintaining alignment with grade-level standards and curriculum expectations. Professional learning will also focus on recognizing diverse learning needs, implementing effective scaffolding techniques, and utilizing flexible instructional approaches that promote meaningful access to the general education curriculum. By strengthening teachers' capacity to adapt coursework and instructional materials, the District will better support students requiring additional academic assistance while advancing inclusive instructional practices and improving overall student learning outcomes. In addition, the Bermudian Springs administrative team will continue to receive professional development focused on inclusive practices. This training will ensure that administrators are equipped to support both general education and

special education teachers in implementing the District's vision for inclusive education. Through ongoing learning and leadership support, administrators will be better prepared to guide staff, reinforce expectations, and promote practices that ensure students with disabilities are meaningfully included in the general education environment whenever appropriate.
The Bermudian Springs School District will explore opportunities to provide additional support within general education classrooms in order to strengthen inclusive practices and promote improved student achievement. This may include increasing collaborative teaching models, utilizing instructional aides or support staff, and expanding opportunities for co-planning between general and special education teachers. Additional in-class support can help ensure that students with diverse learning needs receive targeted assistance while remaining engaged in the general education setting alongside their peers. Strengthening these supports can also allow teachers to implement more differentiated instruction, provide timely interventions, and maintain high expectations for all learners. By enhancing the level of support within the classroom environment, the District can continue to promote inclusive educational practices while improving access to grade-level content and overall academic outcomes.
The Bermudian Springs School District will support the implementation of upcoming curriculum programs by expanding access to high-quality instructional resources for both teachers and students. Increased availability of research-based materials, instructional tools, and evidence-based strategies will strengthen teachers' ability to address the diverse learning needs present within general education classrooms. These resources will enhance teachers' capacity to differentiate instruction, adjust pacing, and provide targeted supports so that more students can successfully access and engage with the general education curriculum. Access to well-designed curriculum materials, combined with practical guidance for effective implementation, will also increase teacher confidence in addressing varying skill levels while maintaining high expectations for all learners. Through these efforts, the Bermudian Springs School District will equip educators with strong, research-based resources that support effective instruction and promote improved student outcomes across all classrooms.
The Bermudian Springs School District will strengthen implementation of the Least Restrictive Environment (LRE) by continuing to refine and expand its Multi-Tiered System of Supports (MTSS) framework. A comprehensive MTSS model provides a structured system of academic and behavioral supports within the general education setting, allowing for early identification of student needs and timely, targeted interventions. By strengthening universal instruction (Tier 1), expanding targeted interventions (Tier 2), and ensuring access to intensive supports (Tier 3), the District will increase its capacity to address student needs within the general education environment prior to considering more restrictive placements. This proactive, tiered approach supports data-informed decision-making and promotes improved student outcomes while maintaining access to learning alongside peers. Strengthening MTSS implementation also supports alignment with Pennsylvania Department of Education (PDE) requirements under Chapter 14, which emphasize that students with disabilities are educated with non-disabled peers to the maximum extent appropriate. A strong MTSS framework ensures that appropriate supplementary aids, services, and interventions are systematically considered and implemented within the general education setting before more restrictive options are explored. The District will support these efforts through ongoing professional learning, consistent use of student performance data, and collaborative problem-solving among general and special education staff. Through these coordinated practices, the District will continue to advance inclusive instructional practices and ensure equitable access to the general education curriculum for all students.

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 School 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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Non-Resident Students Oversight

1. Is your School 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.)

Bermudian Springs School District utilizes institutional and residential programs located in neighboring school districts that serve as host districts for students identified under Section 1306. The District ensures that each student receives a free appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with Pennsylvania Chapter 14 regulations and the Individuals with Disabilities Education Act (IDEA). Placement decisions are based on each student's individual needs and are designed to provide an educational environment in which the student can demonstrate meaningful progress. Consistent with the LRE requirements, the regular education setting with supplementary aids and services is always considered the first placement option. However, some students require more intensive behavioral, therapeutic, or mental health programming that is not currently available within Bermudian Springs School District. In these circumstances, students may receive services through specialized institutional or residential programs located in neighboring school districts that serve as host districts for Section 1306 students. These placements may include programs that address significant mental health needs, drug and alcohol treatment, or educational programming associated with residential placement or incarceration. Bermudian Springs School District maintains ongoing oversight and monitoring of all Section 1306 placements to ensure compliance with state and federal special education regulations. The District oversees the development, implementation, and monitoring of each student's Individualized Education Program (IEP) and participates in IEP team meetings to review student progress, evaluate areas of need, and determine whether the placement continues to meet LRE requirements. The District collaborates with Section 1306 facilities to ensure that all required educational and related services are provided in accordance with the student's IEP. When evaluations or reevaluations are required, the District provides appropriately certified personnel to support the evaluation process and ensure procedural compliance with Chapter 14 regulations. Additionally, when permissible, the Director of Special Education conducts site visits to Section 1306 facilities at least once per academic year to meet with program staff and review educational programming. The District maintains consistent communication with host districts and institutional programs to monitor the implementation of IEP goals, specially designed instruction, and accommodations. Through ongoing collaboration and program monitoring, Bermudian Springs School District ensures that students placed in Section 1306 facilities continue to receive appropriate educational services delivered by certified staff and aligned with the requirements of their Individualized Education Programs.

2. Describe the School 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 currently experiencing barriers in providing educational services and programs for students identified under Section 1306. When a student is placed in an institutionalized or residential facility outside of the district, Bermudian Springs School District enters into the appropriate contractual agreements to ensure that the student continues to receive educational services in accordance with state and federal regulations. The District acknowledges the student's residency and promptly provides all required educational records, documentation, and relevant information to support the student's educational programming in the out-of-district setting. The District maintains ongoing collaboration and communication with Section 1306 facilities to ensure that each student's educational needs are appropriately addressed. In partnership with the facility, the District develops an individualized transition plan for each student. These plans are reviewed and monitored on a regular basis, typically every five to six weeks, to evaluate student progress and determine readiness for increased independence and potential reintegration into the public school environment. A primary component of the transition process is preparing the student for a successful return to the District. Supports and interventions are gradually reduced as the student demonstrates the ability to maintain progress and stability within less restrictive settings. The District works collaboratively with facility staff to monitor incremental progress and ensure that appropriate supports remain in place throughout the transition process. These procedures help ensure that students are supported in returning to the district in a manner that promotes long-term success within the public school setting.

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
1. **Describe the system of oversight the School 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 School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

School enrollment inside the regular education classroom 80% or more of the school day is 65.1%, which is higher than both the state average of 61.7% and the State Performance Plan (SPP) target of 63.2%. Bermudian Springs School District has met the SPP target in this area. School enrollment inside the regular education classroom less than 40% of the school day is 9.9%, which is slightly lower than the state average of 10.3%, but above the SPP target of 9.1%. Bermudian Springs School District did not meet the SPP target in this area. School enrollment in other educational settings is 5.2%, which is higher than the state average of 4.4% and the SPP target of 4.8%. Bermudian Springs School District did not meet the SPP target in this area.

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

The Bermudian Springs School District implements School-Wide Positive Behavior Support systems at both the elementary and secondary levels through a tiered framework designed to promote positive behavior and support student success. Universal Tier-levelled supports include programs such as Second Step learning lessons, the Second Step Bullying Prevention Program, Eagle Eye Tickets, SOAR Ambassadors, and the use of Cool Down Corners to help students develop social-emotional skills and positive behavioral habits. For students requiring additional support, targeted interventions such as Check-In/Check-Out provide increased structure, monitoring, and encouragement throughout the school day. Teachers regularly monitor student progress and adjust instruction and behavioral supports to address the needs of students who require more individualized intervention. Prior to referring a student for a multidisciplinary evaluation, the District ensures that local options for supplemental supports and interventions within the general education setting have been implemented and monitored. These supports are designed to address student needs while maintaining access to the least restrictive educational environment whenever possible. In addition, the District collaborates with outside agencies to provide additional supports when appropriate. These supports may include mental health services, wraparound services, and counseling services to address social, emotional, and behavioral needs that may impact student learning and school success.

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

The Bermudian Springs School District provides structured collaboration time for general and special education teachers to support student access to the general education curriculum. Special education teachers participate in elementary collaboration meetings as well as middle and high school grade-level team meetings, where staff engage in a team-based approach to problem-solving and instructional planning. This collaborative process supports the implementation of appropriate accommodations, modifications, and instructional strategies to meet the diverse needs of students. Special Education Department meetings are held monthly in each building to address program implementation, review special education procedures, and ensure consistent compliance with state and federal regulations. These meetings also provide opportunities for collaboration among administrators and teachers to address student needs and program effectiveness. In addition, the District provides ongoing professional development to staff on topics including autism, reading and mathematics instruction, least restrictive environment (LRE), differentiated instruction, and special education identification procedures. These professional learning opportunities support staff in implementing effective instructional practices and maintaining compliance with special education requirements.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The Bermudian Springs School District provides supplementary aids and services to ensure that students with disabilities have meaningful access to and participation in extracurricular and nonacademic activities, consistent with the requirements of IDEA and Chapter 14. These supports are provided as needed to allow students to participate alongside non-disabled peers in school-sponsored activities. Examples of supplementary aids and services that may be provided during extracurricular activities include additional practice time when appropriate, access to a coach or mentor for increased guidance and support, visual cues or prompts to assist with understanding expectations, and collaboration with coaches or activity advisors to review and implement student behavior plans. Additional supports may include access to assistive technology and specialized applications, interpreter services for students who are hearing impaired, and personal care assistants when students require assistance to safely participate in activities. Transportation accommodations may also be arranged when participation in extracurricular activities cannot be supported through typical district transportation options. These supports are implemented to ensure that students with disabilities are provided equitable opportunities to participate in extracurricular programs and activities offered by Bermudian Springs School District.

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**

The Bermudian Springs School District ensures that, to the maximum extent appropriate, students with disabilities placed in private institutions or specialized programs are educated with non-disabled peers and have opportunities to participate in district-led extracurricular activities. Placement decisions are made by the IEP team based on the individual needs of the student and in accordance with the least restrictive environment (LRE) requirements outlined in IDEA and Chapter 14. The Bermudian Springs School District maintains a collaborative agreement with Fairfield Area School District and Upper Adams School District through the Adams County Consortium. The consortium

was established to provide specialized programming for students who require Life Skills, Emotional Support, or Autism Support services. This partnership allows the participating districts to deliver high-quality specialized programs while maintaining oversight of educational services and ensuring access to appropriate supports. Through the Adams County Consortium, Bermudian Springs School District is able to provide consistent programming across grade levels, allowing students to transition smoothly from preschool through elementary, middle, and high school programming. Student placement and enrollment processes are coordinated among consortium districts to ensure timely access to specialized services that meet the individual needs of students while maintaining opportunities for interaction with non-disabled peers when appropriate. The Bermudian Springs School District also works collaboratively with consortium schools and private program providers to ensure that students have opportunities to participate in school-sponsored extracurricular and nonacademic activities. When appropriate, supplementary aids and services such as transportation accommodations, staff support, assistive technology, or communication supports may be provided to allow students to participate in district-led extracurricular activities alongside their peers. The Adams County Consortium has continued to expand programming and currently provides services across multiple grade levels. The consortium also employs a Transition Coordinator who supports students in preparing for postsecondary outcomes. As part of the transition process, students participate in a work-based training program developed in partnership with a local college. Students receive instruction in job skills, resume development, and accessing transportation. Several students who successfully completed the program have been hired by the local college and are competitively employed on either a part-time or full-time basis. Through these collaborative partnerships and transition supports, the Bermudian Springs School District ensures that students with disabilities placed in specialized programs continue to receive appropriate educational services while maintaining opportunities for inclusion, community engagement, and participation in school-sponsored activities.

6. **Discuss the School 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 Bermudian Springs School District reviews out-of-district placements annually to determine opportunities to build internal capacity and expand programs and services in order to provide a comprehensive continuum of services for students with disabilities. All student placements in out-of-district programs are determined by the individual student's academic, behavioral, social, and emotional needs as identified through the IEP process. The IEP team, including parents and educational staff, carefully considers placement in the regular education setting with supplementary aids and services prior to recommending more restrictive placements. Placement decisions are based on progress monitoring data, evaluation results, and ongoing input from teachers, related service providers, and parents. The least restrictive environment (LRE) is determined through the IEP team process and reflects the supports necessary for the student to make meaningful educational progress. The Bermudian Springs School District continues to evaluate program needs and expand internal capacity when appropriate in order to reduce reliance on out-of-district placements while maintaining appropriate services for students with more intensive needs. The District supports this effort by providing ongoing professional development for both general and special education staff. Training focuses on effective inclusive practices, co-teaching models, differentiated instruction, and strategies to support students with diverse learning and behavioral needs within the general education environment. Additionally, special education staff receive ongoing training on accurately calculating and documenting LRE to ensure compliance with state and federal regulations. Through continued professional development, collaborative planning, and data-driven decision making, the Bermudian Springs School District works to strengthen its continuum of services and increase opportunities for students with disabilities to be educated alongside their non-disabled peers to the maximum extent appropriate.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Conewago Valley Intermediate	Other	Neighboring School District	Conewago Valley School District	Autistic Support	1
Biglerville Elementary	Other	Neighboring School District	Upper Adams School District	Life Skills Support	1
Fairfield Middle School	Other	Neighboring School District	Fairfield Area School District	Autistic Support	1

New Oxford Elementary School	Other	Neighboring School District	LIU #12	Multiple Disabilities Support	1
New Story Schools	Licensed Private Academic		New Story Schools	Emotional Support	1
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	4
Merakey Autism Center	Licensed Private Academic		Merakey	Autistic Support	7
Yellow Breeches	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	2
Conewago Valley Intermediate	Other	Neighboring School District	Conewago Valley School District	Autistic Support	1
New Oxford Middle School	Other	Neighboring School District	Conewago Valley School District	Autistic Support	1
Upper Adams Intermediate	Other	Neighboring School District	Upper Adams School District	Life Skills Support	5
Upper Adams Middle School	Other	Neighboring School District	Upper Adams School District	Life Skills Support	3
Biglerville High School	Other	Neighboring School District	Upper Adams School District	Life Skills Support	3
Central York High School	Other	Neighboring School District	Central York School District	Autistic Support	1
Gettysburg Outlets Transition Program	Other	Intermediate Unit, Community Based	Lincoln Intermediate Unit #12	Life Skills Support	1
Paradise School	Other	Other Public Facility	Lincoln Intermediate Unit #12	Emotional Support	1
Maple Avenue Middle School	Other	Littlestown Area School District	Lincoln Intermediate Unit #12	Multiple Disabilities Support	1
Gettysburg High School	Other	Gettysburg Area School District	Lincoln Intermediate Unit #12	Life Skills Support	1
York Learning Center	Other	Other Public Facility	Lincoln Intermediate Unit #12	Life Skills Support	1
York Learning Center	Other	Other Public Facility	Lincoln Intermediate Unit #12	Emotional Support	1
Spring Grove Area High School	Other	Spring Grove Area School District	Lincoln Intermediate Unit #12	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval

2021-03-09

Uploaded Files

113.2_-_Behavior_Support.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**

The Bermudian Springs School District supports the emotional and social needs of students with disabilities through a comprehensive system of behavioral and social-emotional supports aligned with the District's Positive Behavior Support framework. The School Board has adopted policies and procedures consistent with the District-Wide Behavioral Support Program and the Positive Behavior Support guidelines developed by the Lincoln Intermediate Unit. These policies promote proactive strategies designed to support positive student behavior and address social-emotional needs. Each building is responsible for implementing the District's Positive Behavior Support framework. At every level, a Student Code of Conduct outlines behavioral expectations, rules, and disciplinary procedures. The Code of Conduct is reviewed with all students at the beginning of each school year, signed by students and families, and made available on the District website for ongoing reference. The Bermudian Springs School District has implemented the Second Step Social-Emotional Learning Program for students in grades K–8, which provides structured instruction in social skills, emotional regulation, problem solving, and conflict resolution. At the elementary level, teachers incorporate morning meetings to foster relationship building and positive classroom climate, while school counselors provide monthly classroom guidance lessons focused on social-emotional development. Counselors also facilitate small group interventions to address specific student needs related to social skills, emotional regulation, and peer relationships. To support students in managing emotions and self-regulating, calming corners have been established in elementary classrooms and offices. These spaces provide students with a designated area to regain composure when feeling overwhelmed or frustrated and include tools such as fidgets, writing materials, and reflection supports. School counselors are also available across all buildings to provide additional support through individual student meetings and problem-solving discussions. Staff members at the elementary, middle, and high school levels have received training in Crisis Prevention Intervention (CPI). This training equips staff with strategies to recognize early signs of escalation and utilize de-escalation techniques to support students experiencing emotional distress. When necessary, trained staff members may respond to assist in safely de-escalating situations and supporting students in returning to instruction. When students demonstrate persistent behavioral needs, the District conducts Functional Behavioral Assessments (FBAs) to identify the underlying causes of behavior. Based on the results of the assessment, Positive Behavior Support Plans (PBSPs) are developed and implemented. These plans are created collaboratively by a multidisciplinary team that may include general education and special education teachers, the school psychologist, building administrators, and school counselors. The plans outline proactive strategies, supports, and interventions designed to help students develop appropriate behaviors and succeed within the school environment. Through these comprehensive behavioral and social-emotional supports, the Bermudian Springs School District works to ensure that students with disabilities receive the resources and interventions necessary to support their emotional well-being, social development, and overall academic success.

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 Bermudian Springs School District provides ongoing professional development and training to staff in the implementation of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention. The District implements a Positive Behavior Support (PBS) framework aligned with Pennsylvania Chapter 14 regulations to promote proactive behavioral strategies, prevent escalation, and support positive student outcomes across all district buildings. Functional Behavioral Assessments (FBAs) are conducted for students who demonstrate persistent behavioral challenges in order to gather data and determine the function of the behavior. These assessments are typically completed by qualified personnel, such as school psychologists or other trained staff, to inform the development of appropriate interventions. Based on the results of the FBA, a Positive Behavior Support Plan (PBSP) may be developed to outline strategies and supports to address the identified behavior. PBSPs are created collaboratively by a multidisciplinary team that may include general education teachers, special education teachers, school psychologists, building administrators, and school counselors. These plans identify proactive strategies, behavioral expectations, and intervention supports designed to help students maintain appropriate behavior and successfully participate in the educational environment. When disciplinary actions involving students with disabilities are considered, the Bermudian Springs School District conducts Manifestation Determination meetings in accordance with IDEA and Chapter 14 requirements. These meetings occur prior to disciplinary changes in placement and ensure that the relationship between the student's behavior and disability is carefully reviewed by the IEP team. Staff members in the District's Emotional Support programs at the middle and high school levels receive specialized training and maintain certification in Nonviolent Crisis Prevention and Intervention (CPI) strategies. This training equips staff with techniques to identify early warning signs of behavioral escalation, utilize de-escalation strategies, and respond safely and effectively when student behavior requires immediate intervention. The Emotional Support Teams meet monthly to review student progress,

address behavioral concerns, and collaborate on intervention strategies. The school psychologist provides ongoing consultation and support to staff in order to strengthen behavioral interventions and ensure the effective implementation of positive behavior supports. The Bermudian Springs School District also collaborates with community agencies to support students' social, emotional, and mental health needs. The District utilizes the Student Assistance Program (SAP) and partners with agencies such as TrueNorth Wellness Services and Pennsylvania Comprehensive Behavioral Health (PCBH) to provide evaluations, counseling services, and additional supports for students demonstrating mental health needs. The District maintains a working relationship with the Office of Juvenile Probation to support students requiring additional levels of intervention. Additionally, Bermudian Springs School District has partnered with Care Solace, which assists staff, students, and families in connecting with regional and statewide mental health providers. Care Solace helps families access services regardless of insurance status and provides an additional resource to support student well-being. Through ongoing professional development, collaborative problem solving, and partnerships with community agencies, Bermudian Springs School District ensures that staff are equipped with the knowledge and skills necessary to implement positive behavior supports, utilize effective de-escalation strategies, and respond appropriately when student behavior requires immediate intervention.

3. **Describe the School District's positive school wide support programs.**

The Bermudian Springs School District implements a school-wide Positive Behavior Support (PBS) framework across all buildings to promote positive student behavior, support social-emotional development, and maintain safe and supportive learning environments. Behavioral expectations and discipline procedures are outlined in the Student Code of Conduct, which is reviewed with students annually and made available on the District website. Each building is responsible for implementing school-wide behavioral supports aligned with district policy. The District implements the Second Step Social-Emotional Learning program for students in grades K–8 to support the development of self-regulation, problem-solving, and interpersonal skills. At the elementary level, teachers incorporate morning meetings and counselors provide monthly classroom guidance lessons and targeted small group interventions to address social skills and emotional regulation. Classrooms and offices also include designated calming corners where students can access tools and strategies to help regulate emotions and return to instruction. At the middle school level, the PBIS program RISE (Respect, Integrity, Self-Discipline, and Engagement) recognizes students who demonstrate positive behaviors across instructional and non-instructional settings. Students are acknowledged through a digital recognition system that notifies families and allows staff to reinforce positive behaviors through announcements, incentives, and monthly recognition. At the high school level, positive behavior is reinforced through monthly student recognition and incentives, including acknowledgment of students who demonstrate leadership and positive citizenship. Selected students may also be recognized as PA Lions Students of the Quarter, which includes scholarship opportunities to support postsecondary education or career training. Across all buildings, school counselors provide individual and small group support for students experiencing social or emotional challenges. Staff members receive training in Crisis Prevention Institute (CPI) strategies, which provide proactive de-escalation techniques and safe responses to behavioral escalation. Each building maintains a team of staff members who receive annual CPI training to maintain certification. For students requiring additional behavioral interventions, the IEP team may conduct a Functional Behavioral Assessment (FBA) to determine the function of the behavior. Based on the results, the team develops a Positive Behavior Support Plan (PBSP) that outlines targeted interventions and supports to address student needs. Through these school-wide and targeted supports, Bermudian Springs School District promotes positive behavior and provides a structured system of social, emotional, and behavioral supports for all students.

4. **Describe the School District's school-based behavior health services.**

The Bermudian Springs School District provides a comprehensive system of school-based behavioral health services designed to support the social, emotional, and behavioral needs of students. The District utilizes a multi-tiered system of support that includes early identification, intervention, and collaboration among school staff, families, and community agencies. At the school level, Child Study Teams and the Student Assistance Program (SAP) serve as the primary pre-referral systems for identifying students who may be experiencing academic, social, emotional, or behavioral concerns. These teams review student data, monitor progress, and recommend appropriate interventions and supports within the general education setting prior to consideration of more intensive services. Through a team-based problem-solving process, staff identify available resources and implement interventions designed to support student success. The Bermudian Springs School District maintains a continuum of services to address student needs. Available supports may include school counseling services, school psychology services, Title I services, English Language Development services, tutoring, and extended learning opportunities such as summer programs. These services are implemented based on individual student need and are designed to support students in the least restrictive environment. The District also implements School-Wide Positive Behavior Support systems at both the elementary and secondary levels to promote positive behavior and social-emotional development. Teachers monitor student progress and implement instructional and behavioral interventions as needed. Local interventions and supplemental supports are implemented and monitored prior to referring a student for a multidisciplinary evaluation for special education services. When additional behavioral health services are required, the District collaborates with outside agencies to provide mental health services, counseling services, and wraparound supports. These partnerships allow students and families to access additional behavioral health resources that support student well-being and school success. Bermudian Springs School District also promotes collaboration among staff to support students with behavioral health needs. General and special education teachers are provided with scheduled collaboration time to plan and implement supports for students within the general education curriculum. Special education teachers participate in building-level collaboration meetings and grade-level team meetings to address student needs and coordinate services. In addition, Special Education Department meetings are held monthly within each building to review procedures, address student needs, and ensure consistent implementation of special education practices. Staff receive ongoing professional development in

areas including autism, reading and mathematics instruction, differentiated instruction, least restrictive environment, and identification procedures. The District also works closely with parents and families to support student success. Communication occurs through meetings, conferences, electronic communication, parent-teacher events, and orientation sessions. The District also provides transition meetings for students moving between school levels, including transitions from preschool to elementary school, elementary to middle school, and middle school to high school, particularly for students receiving emotional support or learning support services. Through these coordinated school-based behavioral health supports, Bermudian Springs School District works to ensure that students receive timely interventions, appropriate services, and collaborative support systems that promote academic success and social-emotional well-being.

5. **Describe the School District's restraint procedure.**

The Bermudian Springs School District follows restraint procedures consistent with Pennsylvania Chapter 14 regulations, which permit the use of physical restraint only as a measure of last resort and only when necessary to protect the student or others from imminent risk of serious bodily harm. The District emphasizes the use of positive behavior supports, proactive interventions, and de-escalation strategies to prevent situations that may lead to the need for restraint. Staff members who may be required to respond to behavioral crises receive training in Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention techniques. This training provides staff with strategies to recognize early signs of escalation, implement de-escalation techniques, and safely respond to crisis situations. Designated staff members maintain current CPI certification and participate in ongoing training to ensure compliance with district procedures and safety standards. When a student demonstrates ongoing behavioral needs, the IEP team may conduct a Functional Behavioral Assessment (FBA) to determine the function of the behavior and develop a Positive Behavior Support Plan (PBSP) that outlines proactive strategies, interventions, and supports. In some cases, when a student's behavior presents a history of potential safety concerns, the use of approved CPI safety procedures may be identified in the student's Individualized Education Program (IEP) as part of the crisis response plan. If a restraint is required, the incident is documented in accordance with district procedures and recorded in the District's restraint reporting system. Parents or guardians are notified as soon as possible following the incident, and written documentation of the restraint is completed, including the circumstances that led to the restraint, the duration of the restraint, and the staff involved. Following any restraint incident, the District reviews the situation to determine whether additional supports or interventions are necessary. The IEP team reviews relevant data, behavioral goals, and the Positive Behavior Support Plan to determine if revisions or additional interventions are needed to better support the student and prevent future incidents. Bermudian Springs School District also collaborates with internal and external supports, including the Student Assistance Program (SAP) and community behavioral health agencies such as TrueNorth Wellness Services and Pennsylvania Comprehensive Behavioral Health (PCBH), when additional mental health supports are needed. Through these procedures, the District works to ensure that restraint is used only when absolutely necessary and that appropriate supports are in place to promote student safety and positive behavioral outcomes.

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.

Bermudian Springs School District currently has no students receiving Instruction Conducted in the Home (ICH) and no students who are at risk of waiting more than 30 days for an appropriate educational placement. Bermudian Springs School District continues to monitor student placements and service needs to ensure that, if such circumstances arise, appropriate educational services and placements are arranged in a timely manner in accordance with Pennsylvania Chapter 14 regulations.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSES5-8	Secondary	Full-time (1.0)	03/08/2026 04:47 PM

Building Name			
Bermudian Springs MS			
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	10 to 14	
Age Range Justification			FTE %
			0.08

Building Name			
Bermudian Springs MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	10 to 14	
Age Range Justification			FTE %
			0.1

Building Name			
Bermudian Springs 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	10 to 14	
Age Range Justification			FTE %

	0.06
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS08	Secondary	Full-time (1.0)	03/08/2026 04:43 PM

Building Name			
Bermudian Springs MS			
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	12 to 14	
Age Range Justification			FTE %
			0.45

Building Name			
Bermudian Springs 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	12 to 14	
Age Range Justification			FTE %
			0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS07	Secondary	Full-time (1.0)	03/08/2026 04:38 PM

Building Name			
Bermudian Springs MS			
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Bermudian Springs MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS06	Secondary	Full-time (1.0)	03/08/2026 04:33 PM

Building Name		
Bermudian Springs MS		
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	10 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Bermudian Springs MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES - Emotional Support	Elementary	Full-time (1.0)	03/08/2026 03:54 PM

Building Name		
Bermudian Springs El Sch		
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	Elementary	5 to 9
Age Range Justification		FTE %
The elementary Emotional Support classroom at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP team and are based on the student's academic, behavioral, and social-emotional needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Learning Support 2	Elementary	Full-time (1.0)	03/08/2026 03:05 PM

Building Name		
Bermudian Springs El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES - Autistic Support	Elementary	Full-time (1.0)	03/08/2026 04:49 PM

Building Name		
Bermudian Springs El Sch		
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	5 to 9
Age Range Justification		FTE %
The elementary Autistic Support classroom at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP team and are based on the student's academic, behavioral, communication, and social-emotional needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.		0.12

Building Name		
Bermudian Springs El Sch		
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	5 to 9
Age Range Justification		FTE %

The elementary Autistic Support classroom at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP team and are based on the student's academic, behavioral, communication, and social-emotional needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.	0.62
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Building Name		
Bermudian Springs El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The elementary Autistic Support classroom at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP team and are based on the student's academic, behavioral, communication, and social-emotional needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESLST02	Elementary	Full-time (1.0)	03/08/2026 02:52 PM

Building Name		
Bermudian Springs 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	5 to 9
Age Range Justification		FTE %
The elementary Learning Support classroom at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP		0.5

team and are based on the student's academic needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.	
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSCONSEST01	Secondary	Full-time (1.0)	03/08/2026 04:13 PM

Building Name		
Bermudian Springs 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 18
Age Range Justification		FTE %
		0.08

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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

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

Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST03	Secondary	Full-time (1.0)	03/08/2026 04:27 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST02	Secondary	Full-time (1.0)	03/08/2026 04:23 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLST01	Secondary	Full-time (1.0)	03/08/2026 04:19 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

Building Name		
Bermudian Springs HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESSPLANG	Elementary	Full-time (1.0)	03/08/2026 03:14 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)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The elementary Speech and Language Support at Bermudian Springs School District may exceed the typical three-year age range when necessary to meet the individualized needs of students. Placement decisions are made by the IEP team and are based on the student's communication needs to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with Pennsylvania Chapter 14. Instruction is individualized through each student's IEP, and classroom composition is monitored to ensure that the age range does not negatively impact instructional delivery or student progress.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLST01	Secondary	Full-time (1.0)	03/08/2026 04:02 PM

Building Name		
Bermudian Springs MS		
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	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Bermudian Springs MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESLST01	Elementary	Full-time (1.0)	03/08/2026 03:47 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)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.4

Special Education Facilities

Building Name		Room #
Bermudian Springs MS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2023-01-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs HS		125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-01-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs El Sch		B109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2023-06-16		
Uploaded Files		

Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
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 El Sch		E109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2023-08-23		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs El Sch		D120 (Speech/Lang.)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 12 feet, 0 inches	264sqft	9
Implementation Date		
2026-03-08		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs El Sch		F105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Bermudian Springs El Sch		F112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs El Sch		C107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs MS		A144
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Bermudian Springs MS		B120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs MS		B228
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs MS		A226
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2026-03-08		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Bermudian Springs HS		124
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2026-03-08		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Bermudian Springs HS		228
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 34 feet, 0 inches	1020sqft	36
Implementation Date		
2026-03-08		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

Special 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	4	Elementary	District
Paraprofessionals	3	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Guidance Counselor	1	District Wide	District
Behavior Specialist	.25	District Wide	Contractor
Physical Therapist	.25	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Teaching Social Skills and Providing Behavioral Support for Students Identified with Autism			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
Supporting Students with Identified with Autism in the General Education Classroom			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Non-Violent Crisis Prevention Intervention - Full Course			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	District	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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Description of Training			
Non-Violent Crisis Prevention Intervention - Refresher			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Principals of Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Alex Weigle, BCBA		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Tips and Tricks for Supporting Behaviors and Executive Functioning Deficits in the Classroom			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessional training opportunities for paraprofessionals to maintain their Highly Qualified status			
Lead Person/Position		Year of Training	
Brooke, Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Transition Council			
Lead Person/Position		Year of Training	
LIU-12		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Special Education Teachers

Description of Training			
Validating Postsecondary Goals Through Transition Assessments			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Strengthening Transition Activities in the Grid			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Description of Training			
Alignment of Needs Across all Sections of the IEP			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	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		2026	
		2027	
		2028	
		2029	
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

Brooke Shaffer, Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

Description of Training			
Provide Training Opportunities and Links to Webinars on the District's "Peach Jar" page			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training			
Measurable Annual Goal Development for Academics and Executive Functioning Deficits			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training	
Progress monitoring and Data-Based Decision Making	
Lead Person/Position	Year of Training

Brooke Shaffer, Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
FBAs and Developing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education/Alex Weigle, BCBA		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Special Education Teachers

Description of Training			
IEP Development - From Present Levels to SDI's and Everything In Between			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	Intermediate Unit	Special Education Teachers

Special Education

Description of Training			
Inclusionary Practices			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

2	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
An Overview of Special Education			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Understanding and Supporting Executive Functioning Deficits			
Lead Person/Position		Year of Training	
Brooke Shaffer, Director of Special Education		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

Special EdPlan 2023-2026Signature.pdf

- 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