

Bellefonte Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

318 N Allegheny St
 Bellefonte, PA 16823-1613
 814-355-4814
 Superintendent: Tammie Burnaford
 Director of Special Education: Gina MacFalls

Planning Committee

Name	Role
Michelle Saylor	Administrator : Special Education
Michelle Saylor	Administrator : Special Education
Rodney Musser	Board Member : Special Education
Jeannie Burns	Ed Specialist - School Counselor : Professional Education Special Education
Jennifer Kroboth	Elementary School Teacher - Special Education : Special Education
Rachael Davis	High School Teacher - Special Education : Professional Education Special Education
Gina MacFalls	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 466

Identification Method

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

The Bellefonte Area School District will address whether or not the child does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving

The District shall use a process to ensure that the under achievement of a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child has been provided scientifically based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. The repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The District does not use a screening process to bar a parent from making a request for a formal evaluation for identification of a learning disability. The comprehensive report will include the appropriate components of observation, behavioral assessments, achievement tests, local assessments, interest/vocational inventories as appropriate. Screening will not be considered a formal evolution for testing .

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2018-19, Penn Data report, significant disproportionality exists in the following areas as compared to the state percentages in the Bellefonte Area School District:

Bellefonte: Autism 9.9% versus State 11.3%:

The District previously was well below the State average in years past. However, additional training of school psychologists in various testing methods has allowed for better identification of students with autism. We have also seen a number of students move into the District with the autism exceptionality as well as additional students coming in from Early Intervention programs where they are identified as being on the Autism spectrum.

Bellefonte: Emotional Disturbance 10.9% versus State 8.5%:

The District is above the state average in this disability category. One possible reason for this discrepancy could be due to the District being the county seat. Students with emotional disturbance typically have mental health needs and the District is located in the county seat where many of these services could be accessed.

Bellefonte: Intellectual Disability (Mental Retardation) 3.2 versus State 6.3%:

The District is below the state average in this disability category. The District continuously addresses this issue by conducting biennial evaluations to determine if students are still eligible for services under this disability category. The District also has child find processes in place to assure that no child who potentially could be meet eligibility requirements in this category is missed.

Bellefonte: Other Health Impairment 11.8% versus State 16.4%:

The district is below the state average in this disability category and the District continuously addresses this issue by conducting triennial evaluations to determine if students still qualify for services under this disability category. Child find processes are in place to assure that no child who potentially meet eligibility requirements in this category is missed.

Bellefonte: Speech and Language Impairment 20.2% versus State: 14.3%

The District is above the State average in this disability category. This is due to a number of students who also have other disabilities where a speech and language disability is concurrent--such as autism and intellectual disability.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Bellefonte Area School District does not house any students under Section 1306. However, if the District did have students that fit into this category it would insure that the appropriate regulatory guidance through the most recent Basic Education Circular (BEC) would be followed. In addition, the District would also insure that Child Find involvement would occur. The District would comply fully with the requirements of IDEA and Chapter 14 to meet its obligations.

Should any barriers exist, the District would continue to collaborate with the 1306 facilities to make sure that child find took place and that students with disabilities received FAPE . We could, for example, network with outside agencies and programs that would foster interagency collaboration.

Incarcerated Students Oversight

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).

Bellefonte Area School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility.

Specifically, the District is required to provide special education services to incarcerated school aged youth in addition to complying with "child find" obligations under IDEA. The District also utilizes appropriate evaluation procedures and diagnostic screening instruments to determine the eligibility and educational needs of inmates. The District also implements and reviews timely and appropriate Individual Education Programs (IEPs) for eligible students in accordance with federal and state regulations, including compliance with procedural safeguards, and provide FAPE in conformity with the IEP.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Bellefonte Area School District meets the letter and spirit of IDEA and Chapter 14 as it relates to least restrictive environment. The IEP team meets and makes the determination of where the student's educational program will be delivered and what supplementary aids and services will be brought in to support the student in the general education environment. The team will only consider removal from general education if the team tries to implement programming in the general

education setting with supplementary aids and services. If the team feels the student needs something more restrictive, then data will be brought to the meeting and other alternatives explored. The District does not remove students to a more restrictive placement due to lack of resources, disability category, or the need to make modifications within the general education curriculum.

The Bellefonte Area School District offers a full range of supplementary aids and services to all student who need them. These services are designed to provide meaningful educational benefit and are provided in a manner that does not stigmatize students. In addition, the IEP team considers supplementary aids and services within a framework that covers collaborative, instructional, physical, and social behavioral services. The following paragraph illustrates just a snapshot of some of the services the District provides. Finally, the District also considers any potential harmful effects on the child as well as the quality of services that he or she needs.

The Bellefonte Area School District implements a host of evidenced based models to both enhance and expand services to students with various disabilities in our K-12 special education programs. For example, for those students who require additional reading intervention than can be provided in the core curriculum, the district offers a variety of research based reading programs. With regard to the core language arts program, students receive differentiated instruction to help support their needs in the general education program. The district also consults with the local intermediate unit Technical Assistant Coordinators (TAC) too assist with complex services for students with autism. The district has brought in a research based lesson planning and intervention program for those students with autism to assist teachers in developing visual strategies and appropriate social skills activities for this population. In addition, the district added a Competent Learner Model (CLM) at the middle school level for the 2015-16 school year and a high school classroom at the start of the 2017-18 school year. These classes have expanded the original CLM elementary class that was added in 2013-14. Our elementary, middle, and high school CLM classroom personnel attend monthly trainings on how to implement the program.

All students, regardless of disability or educational placement, have opportunity to participate with their non-disabled peers in nonacademic and extracurricular activities. The District insures that related services such as transportation or personal care aide support, for example, are in place so that students can derive maximum educational benefit.

With regard to students who are placed outside of the District, the District's percentage is identical to the state average of 4.8. Any student who is considered for a more restrictive placement is reviewed by his or her Individualized Education Plan (IEP) team. The team discusses behavioral and/or academic data that would support placement in a more restrictive placement. Opportunities for participation with non-disabled peers are also considered when making this decision.

Students who spend 80 percent or more of their day in the general education classroom are at 82.7%. This exceeds the state-wide average of 61.5%. Students who spend less than 40 percent of their day inside the regular class are at 3.7 percent, which is below the state average of 9.4 percent. When making placement decisions, the IEP team determines if a student needs supplemental instruction outside of the general classroom.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Bellefonte Area School District's District policy aligns with all of the provisions of IDEA 2004 and Pa 22 School Code Chapter 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. The use of restraints is a measure of last resort and the district provides annual de-escalation and positive behavioral support training as outlined below.

The Bellefonte Area School District maintains a positive behavioral support policy that aligns with federal and state regulations as they refer to this topic. Essentially, all behavior techniques must be positive in nature and not be punitive toward the student. With regard to training in de-escalation techniques, key staff are training annually in de-escalation techniques and safe physical management. The policy also outlines that no prone restraints will be utilized and that if a mechanical device is necessary that it would be included in the student's IE. In addition, the policy discussed positive behavior support plans and the types of interventions that could be used to assist a student with challenging behaviors.

For example, the district has trained four in house Safety Care trainers to address de-escalation techniques. These trainers do monthly initial two day trainings for any staff who require it, and they also update our staff annually to insure that they are up to date with refreshers and certified. This has been a change from the last submission of this plan because the district relied on the Intermediate Unit for these services. Now we can better meet the needs of our ever changing student and staff populations by offering training on demand when new staff come on board.

Currently, elementary and middle school staff have been trained in how to give and interpret universal behavior screeners as well as how to conduct small social skills training, as well as check in and check out procedures.

Finally, the district offers school based behavioral health services by contracting out private psychological services, social skills groups training and counseling provided by in house staff, and elementary and secondary levels, as well as an elementary partial hospitalization program in a neighboring district. The District also has students who are educated in a classroom in a neighboring

district that is operated by the Intermediate Unit. This classroom focuses on assisting students to improve and build coping and socialization skills in grades Kindergarten through second grade.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district has a crucial role in identifying which students require intensive interagency coordination since these are students whom the school district has determined cannot successfully be served in a public school education setting. In addition to assisting school districts with providing appropriate educational programs and placements the system of interagency coordination also works toward the goal of enhancing the capacity of local school district programs so that the needs of students with disabilities can be met in public educational settings in most situations.

The Bellefonte Area School District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular environment only occurs if the nature and the severity of the disability is such that education in a regular class cannot be satisfactorily achieved with supplementary aids and services. The District does not make placement recommendations based on a lack of services, resources, facilities, staff, or administrative convenience. Rather, the district offers a continuum of special education services. Again, removal from the general education placement//program only occurs if the nature and the severity of the disability is so severe as to warrant a separate or more restrictive placement.

Currently there is one student who falls into this category within the school district. At this time, we will meet as an interagency team and determine what educational option is appropriate since the student is not appropriate for the high level of restrictiveness of a residential Approved Private School. In addition, we also offer autism and emotional support classes in a separate setting, school based mental health/partial hospitalization services with additional tutoring if needed.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Merakey Autism School	Special Education Centers	Autistic Support and Emotional Support Services	8
Soaring Heights Autism School, State College	Special Education Centers	Full Time Autistic Support	5
Bridge Program-Centre Hall Elementary School	Neighboring School Districts	Autistic Support and Emotional Support Services	4
Centre Pennsylvania Institute of Technology	Other	Vocational Technical School-itinerant autistic, emotional, and learning support	148

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	6	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 2, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	8	1
Justification: There is only one learning support teacher in this building. At no time is there more than a three year age span when students with disabilities are grouped for instruction.				
Locations:				

Benner Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 2, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	15	1
Justification: no age range variance at this time.				
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	10	1
Justification: No variance noted at this time.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 2, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	18	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	12	1
Locations:				
Bellefonte Area Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	15	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	23	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	10	0.5
Justification: This is an FTE for Learning Support				
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	15	0.5
Justification: This is an FTE for Learning Support.				

Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 2, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	22	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 2, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	26	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator: School District*

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: March 2, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	5	1
Justification: students are not grouped together for more than a two year difference.				
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	4	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	7	1
Justification: determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: February 21, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	6	0.5
Justification: There is only one autistic support teacher in this building. At no time are students grouped where there is more than a three year age span--either in pull out and/or general education settings.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	6 to 9	3	0.5
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	5	0.5
Justification: At no time is there any more than a three year age span when students with disabilities are grouped for instruction.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 2, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	12	0.5
Justification: Teacher services both itinerant emotional and autistic support students.				
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	15	0.5
Locations:				
Bellefonte Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: February 21, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	5	0.5
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	15 to 18	22	0.5
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	23	0.5
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 21, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	48	0.75
Justification: At no time is there an age range variance of more than three years when students are grouped for instruction.				
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	3	0.25
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 21, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 19	13	0.25
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	30	0.75
Justification: students are grouped as defined in the IEP				
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	25	0.5
Justification: At no time is there more than a three year age range when students are grouped together for instruction.				
Locations:				
Benner Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	30	0.5
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 2, 2013

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	8	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 22, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	6	1
Locations:				
Bellefonte Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: March 2, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	18	1
Justification: students are not grouped with more than a three year age range.				
Locations:				
Bellefonte Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	16	1
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 26, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	15	1
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 26, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	15	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Bellefonte Area High School and Benner Elementary Schools	1
School Psychologist	Bellefonte Elementary School and Pleasant Gap Elementary School	1
School Psychologist	Benner Elementary School and Marion Walker Elementary School	1
Special Education Director	District-wide supervisor: all 6 BASD buildings	1
Para educator	Bellefonte Elementary	1
Para educator	Bellefonte Elementary School	1
Para educator	Benner Elementary	1
Para educator	Bellefonte Area Middle School	1
Para educator	Bellefonte Area Middle School	1
para educator	Bellefonte Elementary School	1
para educator	Pleasant Gap Elementary School	1
para educator	Pleasant Gap Elementary	1
para educator	Bellefonte Area High School	1
para educator	Bellefonte Elementary School	1
para educator	Marion Walker Elementary School	1

paraeducator	Bellefonte Area High School	1
para educator	Pleasant Gap Elementary School	1
para educator	Pleasant Gap Elementary School	1
para educator	Pleasant Gap Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Area Middle School	1
Para educator	Bellefonte Area Middle School	1
Para educator	Bellefonte Area Middle School	1
Para educator	Bellefonte Area Middle School	1
Para educator	Bellefonte Area Middle School	1
Para educator	Marion Walker Elementary School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Bellefonte Elementary School	1
Para educator	Marion Walker Elementary School	1
Para educator	Marion Walker Elementary School	1
Para educator	Marion Walker Elementary School	1
Para educator	Pleasant Gap Elementary School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1
Para educator	Bellefonte Area High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy Services	Intermediate Unit	4 Days
Physical Therapy Services	Intermediate Unit	4 Days

Psychological Services	Outside Contractor	1 Days
ICAN Talk Clinic (for assistive technology)	Outside Contractor	75 Hours
occupational therapy services	Outside Contractor	2 Days
Educational Interpreter	Intermediate Unit	5 Days
Autistic Support Services-Board Certified Behavior Analyst	Outside Contractor	5 Hours
School Social Worker	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The district maintains three Competent Learner Model classrooms and has continued with training teachers and para educators in how to work with students with autism These research based classrooms continue to involve extensive training which began with a summer academy for principal players in June-July, 2019 and follow up with subsequent bi-weekly, embedded training modules. Parents will be included in training that would involve their children and their specific programming needs.</p> <p>General education teachers who have students with autism in their classroom are also afforded training opportunities as needed. Team meetings occur with general education teachers and special education teachers not only to review the basic emotional and learning characteristics with students with autism, but also on how to communicate effectively and make appropriate academic accommodations for students with this disability.</p> <p>The District has also used outside resources such as Dr. Melissa Hunter from the Pennsylvania State University to provide specialized training and recommendations for individual student program planning. In addition, the District has also used the Autism Journey Center to assist staff in writing Positive Behavior Support Plans and Functional Behavioral Assessments for students with autism.</p> <p>There may also be topics of interest at annual Pennsylvania State University Autism Conference that would be appropriate for teachers and students. The District would provide funding for these opportunities.</p>
Person Responsible	Dr. Gina MacFalls
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	6.0
# of Sessions	3

# of Participants Per Session	6
Provider	School district Competent Learner Model (CLM) coaches and Director of Special Education
Provider Type	We use outside BCBA and private counselor for individual students. These individuals can provide additional insight into particular aspects of autism.
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Online-Asynchronous</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

Behavior Support

Description	<p>The Bellefonte Area School District, as of the 2019-20 school year, has a school-wide positive behavior support system in place in all six of its buildings. Although each building is in various stages of implementation, all schools have participated in training to enhance supports for all students. The life of this plan will be for three years.</p> <p>Annual de-escalation training will be held with appropriate staff so that they understand the causes of challenging behaviors as well as how to de-escalate these issues from becoming more severe. Training will be both initial and refresher courses for staff. This continues as both initial training and updated training with existing staff. We continue to conduct "mini training" to staff on positive behavior support plans during faculty meetings as the need arises. The District has four in house trainers who provide Safety Care instruction on an on going basis to teachers, administrators, and para educators. This allows the District to stay in compliance with the annual recertification</p> <p>In addition, students who have behavioral health issues will be offered services in the area of school based behavioral health. The district contracts with private psychologists to meet those needs. The psychologist comes on site to work one on one with students or in small groups to address behavioral health issues over the course of the next three years. In addition, the district offers school-based partial hospitalization programs at the middle and elementary</p>
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	<p>levels for those students who exhibit more challenging behavioral health needs. The District also contracts with a school social worker to assist with coordination of behavioral health services.</p> <p>Parents are also invited to attend training that Soaring Heights School provides on different aspects of behavior support.</p>
Person Responsible	Dr. Gina MacFalls, building principals, and assistant superintendent, Competent Learner Model coaches, de-escalation trainers
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	8.0
# of Sessions	3
# of Participants Per Session	10
Provider	district
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	To build local capacity for understanding and treating challenging behaviors
Research & Best Practices Base	The PTR model is based in extensive research of Applied Behavior Analysis principles. In addition, the district will offer annual de-escalation techniques to staff members to include, but not be limited to: special education teachers, general education teachers, guidance counselors, central office, and building level administrators.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

leadership roles	aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles analysis of behavioral interventions
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. analysis of behavioral interventions

Paraprofessional

Description	<p>The Bellefonte Area School District takes professional development of its paraeducators very seriously. During the next three years the district endeavors to enhance its offerings to paraeducators to help them work more effectively with students with disabilities. summer offerings through the Intermediate Unit will also continue to be offered in various areas to include wellness, confidentiality, safety, mental health issues, and other topics.</p> <p>In conjunction with the Intermediate Unit, the District has its paraeducators participate in self selected topics of their choice during the summer prior to returning to the upcoming school year.</p> <p>In addition, the District implments offerings in various areas of need or interest to paraeducators. Each session will range from day long traninings to "mini trainings" after school. . Projected topics include, but are not limited to: Crisis Prevention Intervention, Positive Behavior Support, Working with Students with Autism, Confidentiality, and various areas of how to support students in reading, writing, and mathematics.</p> <p>The District's overall professional learning model allows any para educator to attend sessions that professional staff attend. In addition, para educators who require specialized training based on their job duties also receive training. For example, for those para educators who are assigned to students who participate in our Competent Learner Model classrooms, para educators meet monthly with our coaches to expand their behavior management skills. Para educators who are assigned to students who use assistive technology devices receive traninin on how to work with the student and use the device.</p>
Person Responsible	Dr. Gina MacFalls and Dr. Michelle Saylor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	12
# of Participants Per Session	25
Provider	District and Intermediate Unit
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	observation of paraeducators in various competency areas
Evaluation Methods	observation of paraeducators in various competency areas

Reading

Description	Bellefonte Area School District has updated one of its supplemental reading program at the elementary, middle, and high school levels. This program update not only involved the purchase of new software and reading libraries, but also included a training and coaching package that was implemented
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	<p>during the fall of 2019. The District will continue to train its teachers on how to use the program and internet data for reading and writing skills so teachers can hone in on skills that students need to improve upon.</p> <p>In addition, the entire K-5 elementary staff was trained on Fountas and Pinell's core reading program during the 2018-19 school year. Teachers continue to receive updated training on the five core components of reading and how to best address skill areas both in the general curriculum and in supplemental reading programs such as Leveled Literacy Intervention (LLi).</p> <p>Our literacy coaches at the elementary, middle, and high school levels host mini strategy sessions that feature research based instructional strategies that can be applied across all content areas. Professional learning days also feature reading strategy instruction that teachers may choose to enhance their practice.</p> <p>Parents are also invited to participate in our literacy nights and "One Book One Bellefonte" night. Games, strategies, and suggestions are provided to parents and their children both during these community opportunities as well as training materials that they can take home for future reference.</p>
Person Responsible	Dr. Gina MacFalls, Director of Special Education & Dr. Michelle Saylor, Assistant Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	12
Provider	District
Provider Type	We purchase training from the companies that provide the research based programs such as LLI, Read 180, and Systems 44.
PDE Approved	Yes
Knowledge Gain	The data analysis will determine where gaps need to be filled in with regard to reading
Research & Best Practices Base	All programs purchased and implemented by the district have a basis in research

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Paraprofessional New Staff Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Lesson modeling with mentoring</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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Transition

Description	<p>The BASD brings in the Office of Vocational Rehabilitation every month to do training on employment skills and post secondary education awareness at the high school level. Career Link meets with students one on one once a month to go over funding for independent living skills such as getting a drivers license and/or getting drivers ed classes outside of school and taking the driver's education test. Students are being enrolled in Camp Steam through Career Link which is a paid placement that students receive soft skills workshops, financial literacy training, entrepreneurial skills session, leadership activities, and tours of local businesses.</p> <p>The Transition Coordinator has developed a matrix of services for students. This information includes enrolling in Pre-enrollment Transition Program at the ninth grade level, enrolling in Career Link Bridges to the Future Program in grade 10. Completing the OVR online Pre-Application process in 11th grade, and enrolling with OVR by grade 12 if the student is not already enrolled. The Transition Coordinator maintains a roster of each transition age student regarding the processes they are in, what was discussed and what the timeliness are .</p> <p>With regard to training, Agency Night is done annually to increase parent awareness and involvement. Career Link will do a Career Link expo to increase enrollment in their program. OVR and the high school will coordinate a spring job fair at the local career and technical school.</p> <p>With regard to teachers and the educational setting, the Transition Coordinator will train general and special education teachers on the differences between school age services and post secondary services.</p> <p>The "Transition Choices" class is offered each semester to high school students in grades 9-12. This class focuses on teaching students how to self advocate, learn more about their disability and other topics such as voting and post secondary options.</p>
Person Responsible	Mrs. Rachael Davis, Transition Coordinator

Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	10
Provider	District and outside organizations-many of these professional learning opportunities are one to one, student specific
Provider Type	Non-profit Organization
PDE Approved	Yes
Knowledge Gain	The area of training in the area of transition is robust in that parents, students with disabilities, general education teachers and community entities can learn about various services that are afforded to students who are 14 years of age and older.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation Live Webinar Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	continue to build capacity in areas of need as outlined in student survey results
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity We continue to monitor and improve student involvement with the Office of Vocational Rehabilitation as well as other agencies. We will continue to monitor student work placements as well as where students go after high school through survey results.

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Jon Guizar on 5/1/2020

Board President

Affirmed by Michelle Saylor on 2/28/2020

Superintendent/Chief Executive Officer