

Bellwood-Antis SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

300 Martin Street  
 Bellwood, PA 16617  
 (814)742-2271  
 Superintendent: Thomas McInroy  
 Director of Special Education: Carol Beard

## Planning Committee

Name	Role
Carol Beard	Administrator : Special Education
Terri Harpster	Administrator : Professional Education Special Education
Thomas McInroy	Administrator : Professional Education Special Education
Donald Wagner	Administrator : Professional Education Special Education
Katherine Burch	Board Member : Professional Education Special Education
Robert Fisher	Board Member : Professional Education Special Education
Danielle Patton	Ed Specialist - School Counselor : Professional Education Special Education
Nicole Engleman	Ed Specialist - School Psychologist : Professional Education Special Education
Angela Wilson	Elementary School Teacher - Special Education : Special Education
Sally Padula	High School Teacher - Special Education : Special Education
Brandon Stewart	High School Teacher - Special Education : Special Education
Marie Eneydy	Middle School Teacher - Special Education : Special Education
Heather Erikson	Middle School Teacher - Special Education : Special Education
Jennifer Boyer	Parent : Professional Education Special Education
Lee Johnson	Parent : Professional Education Special

	Education
Rebekah Pulcinello	Parent : Special Education
Elena Caracciolo	Speech and Language Pathologist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 178

### *Identification Method*

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

The Bellwood-Antis School District uses the Severe Discrepancy between Intellectual Ability and Achievement option for identifying students with a Specific Learning Disability. Within this process, a cross-battery approach to assessment is utilized to identify a pattern of strengths and weaknesses relative to cognitive functioning and academic achievement. The dual discrepancy consistency model is used to analyze data obtained through standardized assessments. These results are considered within the context of a comprehensive evaluation, including data documentation of assessments of achievement at reasonable intervals and reflecting student progress during instruction. The evaluation must also address whether the student has been provided adequate instruction in reading or math. Next, it is determined if there is a discrepancy that is not primarily due to any of the following: intellectual disability, emotional disturbance, cultural factors, limited English proficiency, vision and/or hearing impairment. Input from teachers is included and a classroom observation(s) is conducted. Parent input is also included. The scope of the evaluation is comprehensive enough to determine if the child meets the eligibility criteria for any of the physical or mental disabilities as defined in Chapter 14 of the PA School Code and whether that student needs specially designed instruction.

### *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>

The Bellwood-Antis School District compares very well with the state average across the board with students identified as having a disability in all areas. There is variation from the state average in the

areas of Emotional Disturbance, Other Health Impairment and Speech and Language Disability categories with Bellwood-Antis being slightly higher than the state average.

We have had a significant decrease in the percentage of students identified within the category of Speech and Language although we are still above the state average but much more closely aligned than in the past. Our speech pathologists have increased their consultation time with regular education teachers to provide them with activities and strategies to assist students within the regular education setting. Our pathologists are also providing information to parents to assist them with activities that can be completed at home so that speech and language improves within conversational speech.

After investigation and review of data, the increase in students identified within the areas of Emotional Disturbance and Other Health Impairment Disability categories can be attributed to an increase in mental health and medical diagnoses being brought to the district. We are a small district and minor changes in numbers have a greater impact on percentages.

### *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?

1. With regards to Section 1306 of the Public School Code, the Bellwood-Antis School District does not have any identified facilities naming the district as a host. If we were a host district, we would work with IU 08 staff and staff from the facility to promote and offer opportunities for education and inclusion within Bellwood-Antis School Programs.

2. With regards to Section 1306 of the Public School Code, the Bellwood-Antis School District is not a host entity. If we were a host district, we would have our Special Education Supervisors meet with educational staff from the facilities to make sure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with IU 08 to promote inclusion within our public school system whenever possible for classes and activities.

3. No problems or barriers exist due to not having any identifiable facilities or students under the provision of Section 1306. If there were a facility, we would have Special Education Staff work with the facility and districts of residency to ensure that all paperwork is completed on a timely basis and that IEPs are being implemented for each student. We would not foresee any barriers.

### *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).

There are currently no facilities for incarcerated youth in the Bellwood-Antis School District. If a facility should be opened in the District, the procedures would include speaking to officials weekly to check rosters for student who potentially qualify for educational services. We would coordinate the course of study for students. Based on their screening results the district would conduct an evaluation, when appropriate, in accordance with Chapter 14 and IDEA regulations. We would follow all procedures for identified students and ensure that their individual education plans are written and implemented. Data would be reviewed and collected from the students, teachers, parents and our district representatives to determine appropriate programs/services to meet the student's individual needs. We would then monitor the progress of our students who are incarcerated including direct contact with students and caseworkers through our guidance counselors, social worker, school psychologist, and transition coordinator. The district would also meet regularly with juvenile probation to discuss the transition and educational services for each student with special needs.

Should we have students who are incarcerated in facilities outside of our district, we would work with the Local Education Agency and the Intermediate Unit for the coordination of services to ensure that educational records are transferred promptly; questions are answered regarding current education placement, progress towards annual goals and information on related services is provided. We would work with the facility regarding the student's return to the district if applicable. We would also request educational records from the LEA and IU to keep updated on the student's progress. We would participate in meetings or updates regarding the student as well.

### *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.

1. The Bellwood-Antis School District provides opportunities for the inclusion of ALL students with disabilities (K-12), and ALL students with disabilities to participate in non-academic and extra-curricular activities. The school district will continue to provide a full continuum of services from the itinerant level to the full-time level. In the past 3 years, Bellwood-Antis School District has opened 2 additional special education classrooms and additional staff has also been added to support students with special needs and enhance the continuum of services offered within our school buildings. Our district is striving to provide students access to the general education curriculum in the least restrictive environment. The IEP team always considers the least restrictive environment for students first. The district works closely with our intermediate unit and neighboring districts in providing students with additional resources and access to programs. The school district also provides various school-wide services for at-risk students, as well. These include, but are not limited to the following: Student Assistance Programs, guidance services, psychological services, agency provided mental health services within the school, and Response to Instruction and Intervention services.

The Bellwood-Antis School District Psychologist conducts student evaluations. Upon evaluation completion, eligibility is determined under one of the specified disability categories outlined in IDEA. A determination is made regarding the need for an Individualized Education Plan following the two-prong test, whether the child qualifies as a student with a disability and whether they need specially designed instruction in order to make meaningful progress in school programs. If an Individualized Education Plan (IEP) is deemed necessary, then a team meeting is held at a convenient time for the parents/guardians. The team approaches student placement with the understanding that each student will be placed in the least restrictive environment, always considering general education with supplementary aides and services first before considering environments that are more restrictive. The Bellwood-Antis School District views any placement outside the general education setting as more restrictive, but provides the intensive support necessary for the student to make educational progress, as deemed by the IEP team. An IEP team ultimately determines the least restrictive environment. Regardless of where the placement on the continuum of services is deemed appropriate, any level may be the LRE based on the student's needs.

Supplementary Aids and Services are available to all students who need them, are designed to provide meaningful educational benefit, and are provided in a manner that avoids stigmatizing students. When discussing Supplementary Aids and Services, four areas are examined: collaborative, instructional, physical, and social-behavioral. Collaboratively, adults work together to support students through co-planning, team meetings, co-teaching, Para educator support, coaching for staff members, and professional development. Additionally, parental collaboration is highly valued and utilized within the Bellwood-Antis School District. Instructionally, educators and support staff in the district are trained in the development and delivery of instruction that addresses diverse learning needs. This includes, but is not limited to, provision of modified curricular goals, alternate ways for students to demonstrate learning, test modifications, alternate materials and/or assistive technology, instruction on functional skills, changing methods of presentation, using reader services, research based-supplementary materials, and instructional adaptations. Principals, School Psychologist, and the Special Education Director work with all staff throughout the year to ensure that instructional supplementary aids and services are available for all students. The district has gone one to one with iPad for all students. This provides an opportunity to individualize instruction

and instructional materials for increased differentiation and meeting diverse student learning needs. Adaptations and modifications to the physical environment are made when necessary for students to access the school environment. This includes furniture arrangement, seating arrangements, individualized desks, chairs, adaptive equipment, adjustments to sensory input, environmental aids, and structural aids. The district works with local police and fire departments to provide a safe environment for all students. The Bellwood-Antis School District consistently strives to provide supports and services to increase appropriate behavior and reduce disruptive or interfering behavior in school settings. This occurs through social skills instruction, counseling supports, peer supports, Positive Behavior Support Plans, modifications of rules and expectations, cooperative learning strategies and education of all staff in behavioral interventions, in particular, de-escalation techniques. BASD has and will continue to provide trainings to inform staff about the effects of poverty on students and their academic achievement and behaviors.

RtII was implemented at the Elementary Level for the past 13 years. This multi-tiered system of support was implemented to foster student success and meet the needs of all children throughout the learning process. Last year the Elementary School had a team of individuals that went through the MTSS Series through IU 08 to trouble shoot and refine our existing model. This process allows for teaching teams to analyze data and make informed decisions regarding interventions and student performance. We will be monitoring student progress through this initiative and will continue to analyze data and address student needs moving forward.

We work closely with our intermediate unit. BASD staff provides much of the training for staff. We are currently planning to address writing goals and objectives for IEPs and using a functional behavior assessment to write positive behavior support plans. Classroom management plans and individual positive behavior support plans are utilized to support students so they can remain within the regular education environment. The Bellwood-Antis School District works with behavioral health agencies to provide for the maximum integration of students with behavioral disabilities into the regular education environment.

Students at BASD are removed from the regular education environment only after multiple approaches and interagency efforts have demonstrated that the student is not meeting educational success within the regular education environment. Meetings are held frequently to determine the student's return to the regular education environment.

2. Within the general education environment, the Bellwood-Antis School District uses a variety of evidence-based instructional methods. Long-term professional development plans are established to introduce and reinforce best instructional practices and to expand teachers' repertoire of effective instructional strategies. Teachers are expected to differentiate instruction and to provide accommodations and adaptations, as needed, to support student success. The Core Curriculum uses a balanced literacy approach with shared reading, guided reading, independent reading, Foundations (word study program), writing workshop and reading workshop, Math in Focus and mastering math facts. Tier 2/3 interventions include LLI, fluency strategies, phonics instruction, repeated readings, and number sense activities. Student progress toward the attainment of grade-level curricular/course expectations is closely monitored through universal screenings that take place multiple times per school year. These include Aimsweb, Fountas and Pinnell Individual Reading



Assessment (FoPi), WADE, progress monitoring for tier 2/3 and progress monitoring of IEP goals.

Within the elementary school, teacher teams meet routinely to analyze student progress to flexibly group students in order to provide all learners with small-groups for instruction at their level. The frequency and length of the small-group lessons vary, with the greatest amount of time (i.e., daily 30-60 minute lessons) being provided to students with the most intensive needs. Title I teachers and aides are utilized to provide support for at-risk students. At all levels, Instructional Teams meet, as needed, to discuss students whose progress is of concern. Individual student support plans are established and monitored to assess student progress toward performance targets. At-risk and special education students are supported in the general education environment with a variety of supplemental programs and services, as student needs warrant. Programs may include the following: Wilson Reading, Reading Mastery, Corrective Reading, Math, Spelling, and English, Language for Learning, for Writing and for Thinking, and Handwriting without Tears. Students who require supplemental aids and supports within the general education setting may utilize the following: nurses, personal care aide, hearing support, occupational therapy, physical therapy, speech and language support, assistive technology, picture schedule, positive behavior support plan (PBSP), counseling services, etc. The IEP teams for students with complex needs have utilized the Supplementary Aids and Services Consideration Toolkit (SaS - PaTTAN) to determine appropriate specially designed instruction to ensure seamless integration. Bellwood-Antis School District provides a full spectrum of instructional supports to the students included in the general education setting. Within Special Education, students' needs are met in a variety of ways including: itinerant services and co-taught classes. Bellwood-Antis School District has sent staff to trainings for the PaTTAN Autism Initiative in Applied Behavioral Analysis. Teachers and Special Education Assistants have attended 3 day Boot Camps, led by PaTTAN Consultants, working within the Autism Initiative. Errorless Teaching, Reinforcement Schedules, and Behavior Analysis have been topics covered at these trainings.

The Bellwood-Antis School District is currently working toward providing School Wide Positive Behavior Support in all building. There is a program currently in place at the Elementary School. The Middle School is in the process of developing a School Wide Positive Behavior Support Program for their building with the High School to follow. With an increase in positive student behavior, the district hopes to see an increase in student achievement and in school attendance numbers. District teams are currently involved in trainings under the supervision of Intermediate Unit # 8 educational consultants. In collaboration with outside agencies, additional mental health counseling is being provided on-site for students qualifying for services through the Student Assistance Program (SAP) referral process.

The Bellwood-Antis School District provides Itinerant, Supplemental and Full-Time Autistic Support, Emotional Support, Life Skills Support, and Multiple Disabilities Programs for students who qualify. Within these settings, the district offers assistive technology, applied behavior analysis (ABA) training, physical therapy, occupational therapy, speech and language support, hearing support, and vision support. Evidence-based educational programs are used within these programs, such as Wilson Reading; Reading Mastery; Corrective Reading, Math, Spelling, and English; Language for Learning, Writing, and Thinking; Handwriting without Tears, Edmark, Touch Math and the Unique

Curriculum. Students have the opportunity to experience the general education curriculum in Art, Music, Physical Education, and Library classes with same-age peers. The IEP team continually reviews the student progress in these programs to facilitate further inclusion within the general education program.

The Bellwood-Antis School District is currently offering varied programs in alternative education settings for at-risk, Special Education Students. These programs include the following:, Modified Day as determined necessary by the IEP team, participation in district cyber school, Instruction in the Home, and Instruction at an Alternate Site. Within these programs, highly qualified teachers provide general education instruction. Collaboration between regular education and special education teachers is built into the daily instructional repertoire for effective delivery of instruction. For some students requiring mental health counseling, services are provided through a school counselor and mental health agency counselors. Additionally, alternative settings provide opportunities for students to participate in transition programs involving work related skills through community service and work experiences.

### 3. Educational placement - LRE (indicator 5)

Data related to LRE is derived from students' IEPs. The percentage of students assigned to each of three settings must be reported. These are: percentage of children with IEPs aged 6 through 21 who are: (a) inside the regular class 80% or more of the day; (b) inside the regular class less than 40% of the day; (c) served in separate schools, residential facilities, or homebound/ hospital placements. Numbers taken from the Special Education Data Report for School Year 2016-2017 indicate the following:

<u>Educational Environments</u>	BASD	State
SE Inside Regular Class 80% or more	64.3%	62.4%
SE Inside Regular Class <40%	-----%	9.0%
SE in Other Settings	-----%	4.9%

These numbers indicate that we are above the State average in SE Inside of the Regular Class 80% or more. Additionally, we are below the State average in SEA Inside Regular Class <40%. We are below the State percentage for student placed in Other Settings. Thus, we are great in the first and last categories, but want to continue to improve in the middle column. Our District continually strives to educate students within our own District programs and in the Least Restrictive Environment for individual students.

The following lists outside placements that the District is currently utilizing.

Facility	# of Students
Adelphoi/Secondary School	3
Adelphoi/ Elementary School	0
Extended Family Programs	2
NHS Autism School	0

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Students unable to experience success within the school setting are referred for a reevaluation to collect additional data that can be used in developing a plan for that student. The IEP team meets with concerns and discusses options and interventions that may or may not have been tried. The IEP team will ultimately make the decision on the appropriate placement of the student. Consideration and decision on change in placement will only occur after multiple attempts have been made to support the student within our school building.

The district has met the Pennsylvania Department of Education State Performance Plan because the majority of our students identified with special needs are inside the regular education environment more than 80% of the school day. The state average is 62.4%. We are currently at 64.3%. We have started co-teaching at the secondary level and we believe this will affect our percentage of special education students inside the regular classroom numbers in the upcoming years. We are expecting further growth in this area. We take pride in providing students with the least restrictive environment and access to the general education curriculum.

Our district uses an extensive list of supplementary aides and services.

- Every student in the district has an iPad, providing increased opportunities to address individual learning needs of our students.
- Students with need have access to speech to text and text to speech on their iPad and/or a computer/ laptop, enlarged print books and assistive technology
- Adaptive equipment, sound enhancement systems and preferential seating (near teacher or speaker, near board and/or near peer role model)
- Students who need assistance for written work have computer access if needed/ may use their iPad
- Graphic organizers or visual prompts are considered
- The use of manipulatives are considered for math
- Scientifically researched based resources are used to assist students
- Provides students with an environment with fewer distractions if needed to complete tasks
- Students may use their iPad for additional practice and repetition of skills and/or to support the development of organizational skills

### *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 Bellwood-Antis School District promotes behavioral support services that focus on the use of positive behavior supports in order for students with disabilities to benefit from a free and appropriate public education (FAPE) program. Techniques are shared with district personnel that promote modifying the background influences of behavior, teaching socially appropriate alternative skills, and reducing problematic behavior. The district personnel will utilize a least to most invasive hierarchy.

Positive Behavior Support Plans (PBSPs) are developed for students based on Functional Behavior Assessments (FBAs) when behaviors are an issue. The School Psychologist attended an intensive training in October of 2017, on development of FBAs and PBSPs. The development of these plans are in accordance with guidelines developed by the Pennsylvania Department of Education. Positive, rather than negative measures shall form the basis of the individualized behavioral program for each student in need of this programming. Aversive techniques, restraints, or discipline procedures will not be utilized in an educational program for staff convenience or for punishment. Restraints are only used when a student is endangering him/herself or others around him/her. Only staff trained in Non-violent Crisis Intervention should be attempting restraints. The District has had staff participate in the initial 2 day blended trainings and the 1/2 day refresher courses dealing with Non-violent Crisis Intervention with a focus on de-escalation. IU 08 Educational Consultants have conducted these trainings. The use of physical restraint, when implemented, will be documented as a part of the student's crisis plan or Positive Behavioral Support Plan (PBSP) and reported on the State Restraint Reporting Site. The following aversive techniques WILL NOT be utilized by any Bellwood-Antis School District personnel: corporal punishment, punishment for a manifestation of student's disability, locked rooms, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, or treatment of demeaning nature.

The Bellwood-Antis School District works consistently with local Mental Health Agencies to provide School-Based Behavioral Health Services through various agencies. Therapeutic Support Staff and Behavioral Health Specialists are welcome in schools to work with students and staff to benefit students. Counseling sessions are also conducted within our school environment through outside agency staff.

The district supports the mission to have employees trained in de-escalation techniques and/or be certified in crisis prevention intervention. Crisis intervention teams have been identified and are called upon when a student is in need of behavioral support and crisis intervention. We also contract for services for school based behavioral support from UPMC Behavioral Health. They provide us with two counselors to assist students. We also work with Altoona Home Nursing Agency and they provide a counselor to us to assist students. Blair County Drug and Alcohol provides counseling services to our students. We work closely with Blair County Juvenile Probation as well. BASD has a guidance counselor at each school building to provide services to students. Our special

education director and building principals work with agencies to coordinate services for our students on a daily basis.

### *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 Bellwood-Antis School District ensures free and appropriate education (FAPE) to all district students. The Bellwood-Antis School District has not experienced any difficulty ensuring FAPE for an individual student. In the past 3 years, we have added two additional classrooms and additional teachers to address the needs of our student population. We have also added several special education aides to ensure integration opportunities throughout the school day. BASD also utilizes IU 08 programs to provide FAPE for some of our students. However if the district would experience difficulties ensuring FAPE, the following procedure would be implemented:

- Upon determination of student eligibility for special education services Bellwood-Antis School District offers a full continuum of placement options. These are some of the options below, beginning with the general education environment to other outside placement options.
  - The continuum of placement for students found to be eligible for special education services begins in the general education classroom with supplementary aides and services or no supportive services. At this level and all subsequent levels, students may be referred to the Student Assistance Team or Child Study Team for further supports.
  - The next level of support involves placement in the general education classroom with itinerant specialist assistance for less than 20% of the school day. Classes are offered at many levels involving strategies of Co-teaching and/or Differentiation to assist students. Other classes allow students access to an Education Support Professional for assistance in classes. Additionally, Therapeutic Support Services may be provided by outside agencies for student support at all levels of intervention.
  - Supplemental special education services for more than 20% up to 80% of the school day are provided to students requiring this level of support to be successful in the school environment. Students are in general education classes with supports for as much of the school day as possible. Modifications and Adaptations are considered before a move is made to a higher level of

services along with a Re-evaluation. A move is not made unless multiple strategies have been implemented with fidelity.

- Full- time special education services are provided with inclusion in some general education settings such as lunchtime, recess time, and/or itinerant classes in music, art, or physical education at all levels, elementary and secondary.
- For some students a specific period of time may require a placement in a one-on-one teaching setting at the full time level of support with inclusion in regular education curriculum as decided upon by the IEP team. The goal of this placement is to re-integrate students into the inclusion program with same age peers and supports designed to ensure student success.
- There are outside placement options, too. Some placement options in our region include Adelphoi Village Day Treatment Facility/ School, Extended Family Academy, and Northwestern Human Services Autism School.
- As student behaviors and progress warrant more intensive services, the IEP team then searches for community resources that may include CASSP referrals (Child and Adolescent Service System Program). As a result of this community resource meeting, further options are provided with regard to placement in therapeutic foster homes, residential treatment facilities, or approved private schools. Other community resources to be considered include juvenile probation and Children and Youth Services.

The Bellwood-Antis School District provides ongoing training, collaboration, and consultation to administrators, instructors, support staff, and parents, as needed, to address student needs. The Bellwood-Antis School District will continue to collaborate with the Intermediate Unit 08, in order, to implement appropriate programs and services for more intense special needs students. During the life of this plan, the district will continue to consider the expansion of its continuum of services as determined by student need.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Bellwood-Antis School District is a small school district in rural Pennsylvania. We have one elementary school (grades K-4), one Middle School (grades 5-8) and one high school ((9-12). The school district provides a continuum of services for special education and gifted students. These are the following strengths and highlights of the Bellwood-Antis School District's special education programs:

#### **#1: Full-Continuum of Services:**

The Bellwood-Antis School District takes advantage of inclusionary practices with special education students by providing supplementary aids and services as defined in students' IEPs. The district emphasizes the practice of the least restrictive environment when determining placement decision. We have recently added additional teachers and classrooms to address the needs of our students within our school buildings. Our team of dedicated professionals and staff work to provide instructional support interventions and supplementary aids and services. Each student's individual goals are monitored to determine progress. We begin at the elementary school using a variety of methods to monitor progress of students. We utilize AIMSweb as a progress-monitoring tool and benchmark all students in reading at the elementary school level and at the middle school level for our students with individualized education plans. This has provided teachers with information that has allowed us to intervene early for students who are at-risk, failing, and/ or in need of a different intervention. The Bellwood-Antis School District has recently gone one-to-one with Ipads for every student in the district. This provides for great flexibility and increased differentiation in meeting the needs of our students.

#### **#2: School Psychology and Guidance Department:**

The Bellwood-Antis School District continues to utilize the RTII Process and Child Study Team process in grades K-12. The School District employs one school psychologist. It also has a guidance counselor in each building to provide support and expertise in these areas, as well as increase services such as psychological counseling and student evaluations.

#### **#3: Transition:**

Bellwood-Antis School District is participating in training regarding Indicator 13. Bellwood-Antis School District utilizes the secondary special education teaching staff to function as Transition Coordinators. An Office of Vocational Rehabilitation (OR) counselor works closely with the secondary special education teachers providing the transition planning to assist with addressing the needs of students as they near or reach graduation. The secondary special education teachers are utilizing the Pa Future Ready Index and the Planning for the Future Checklist to ensure our students are provided with many different opportunities to gain experiences in the real world in preparing for their post-secondary future. BASD is developing a sequential map for transition establishing a progression of learning opportunities appropriate for students at different ages and /or grade levels. An example of a secondary transition opportunity would be to arrange student visits to Hiram G. Andrews, the Transition Expo, sheltered workshops, and day programs for students and parents as appropriate. The Life Skills students may participate in work assessments through the SKILLS workshop in order to plan for the future. As needed, the school psychologist performs additional assessments to help students receive accommodations on standardized tests such as the SATs or certification exams such as the Cosmetology Boards.

#### **#4: Parent Involvement:**

The Bellwood-Antis School District Special Education Department will provide two Parent Meetings

throughout the school year. Trainings will be provided to parents at each meeting on topics requested by them. Parents will be surveyed to determine interest in training topics such as Dyslexia, Sensory Integration, Executive Functioning, and Transition Services. A portion of the meeting will be designated for parent input and concerns. Parents will be given the opportunity to ask questions and express concerns regarding their son or daughter's programs. Representatives of the BASD Special Education Department attend the Local Task Force Meetings at IU 08 to keep abreast of parent concerns throughout the county. Parent attendance at IEP meetings is encouraged by staff. Written and verbal input is requested of parents to help develop appropriate IEPs.

**#5: Special Education Aides:**

The Bellwood-Antis School District employs special education aides to support students within the least restrictive environments. These special education aides will meet the highly qualified status. They must have all the necessary trainings to meet the needs of their students. Training topics for staff include CPR and First Aid certification, Behavioral Interventions, and Autism. Ratings by teachers are utilized to determine that all staff members have the necessary skills to meet the needs of students. The District will ensure that all staff become highly qualified and training will focus on the Credentials of Competency Standards set by the State Department of Education. The Special Education Aides are a true asset to the success of students. The District will continue to provide training in Non-Violent Crisis Intervention during the summer of 2018.

**#6: Autism Initiative Classrooms:**

The District has expanded the services provided to students diagnosed with Autism. The programs have grown to include all grade levels. Moreover, BASD has participated in the Autism Initiative Project through the Pennsylvania Training and Technical Institute. This program has proven to be very effective in meeting the needs of our students. It provides an effective means of structuring the student day and eliciting improved communication concepts. Bellwood-Antis School District is very dedicated to providing the most beneficial special education services to all students within their buildings. We recently added additional classrooms, teachers and several aides to meet the needs of our students and provide them with opportunities for inclusion, when appropriate, throughout their school day.



# Assurances

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## 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
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Extended Family Academy	Other	Emotional Support, Learning Support and/or Autistic Support	2
Adelphoi Education in Altoona	Approved Private Schools	Emotional Support, Learning Support	3
Hollidaysburg Area School District	Neighboring School Districts	Multiple Disabilities Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* March 31, 2017

*Reason for the proposed change:* additional type of support needed by students on roster

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	4	0.17
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	6	0.45
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers 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	Emotional Support	7 to 11	1	0.08
Locations:				
Myers 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	Autistic Support	6 to 11	1	0.17
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	1	0.13
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016

*Reason for the proposed change:* The number of special education students at the Middle School increased and the teaching position was needed at the Middle School to provide the support needed by these students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	7	0.23
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	4	0.4
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle School LC	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	10 to 15	3	0.12
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood 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	Autistic Support	10 to 15	1	0.25
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		
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**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 2, 2018*Reason for the proposed change:* To address the changes to our student population (level of support needed, student transfers, newly identified).**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	2	0.08
Locations:				
Myers Elementary School MS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	11	0.65
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Myers Elementary School MS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.17
Locations:				
Myers 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	1	0.1
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 2, 2018*Reason for the proposed change:* Change to support needed by students and student transfers**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	5	0.75

Justification: Students are provided with individual instruction and need a smaller, more structured setting. Parents have agreed to the age variance.

Locations:				
Myers Elementary School TB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.25
Justification: Students have individualized programs and receive there services individually. Parents have agreed to the age variance.				
Locations:				
Myers Elementary School T.B.	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* January 2, 2018

*Reason for the proposed change:* Changes in student population/ student identification and needed support

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	4	0.18
Justification: Although the ages of the students appear to be outside of the age range, not all students are provided services at the same time. Therefore students are provided services within their age range.				
Locations:				
Middle School ME	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	9	0.55
Justification: Although the ages of the students appear to be outside of the age range, the students are not provided services at the same time therefore students are provided services within their age range.				
Locations:				
Middle School ME	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 14	1	0.1
Locations:				
Bellwood 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	Autistic Support	11 to 14	1	0.17
Locations:				

Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* Student population change impacting level of support to be provided (graduation of students)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.28
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
High School SP	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.45
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
High School SP	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	Autistic Support	14 to 18	1	0.17
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
High School SP	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	14 to 18	2	0.1
Locations:				
High School SP	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* Change in population (graduation and new students)

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.3
Locations:				
High School BS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
Locations:				
High School BS	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	Autistic Support	14 to 18	2	0.25
Locations:				
Bellwood 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	14 to 18	3	0.15
Locations:				
Bellwood High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	23	0.64
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
Myers Elementary School EC and JS	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	10 to 14	5	0.13
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range. The additional .10 FTE for this position is for coaching, which are not direct services for the students.				
Locations:				
Middle School EC	A Middle School	A building in which General Education		

and JS	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	2	0.13
Locations:				
High School EC and JS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 2, 2018*Reason for the proposed change:* Change in population and needs of students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.04
Locations:				
Bellwood-Antis 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	Autistic Support	11 to 13	1	0.08
Locations:				
Bellwood 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	10 to 14	7	0.14
Locations:				
Bellwood 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	7 to 10	5	0.1
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* Change to population in classroom**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	1	0.24
Locations:				
Middle School/High School S.C.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	2	0.63
Locations:				
Middle School/High School S.C.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	15 to 19	1	0.13
Locations:				
Middle School/High School S.C.	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* January 2, 2018*Reason for the proposed change:* Changes to student needs/ identification**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	3	0.18
Locations:				
Elementary School A.W.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	9	0.3
Locations:				
Myers 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	Autistic Support	7 to 10	1	0.17
Locations:				
Myers 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	1	0.25
Locations:				

Elementary School A.W.	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	1	0.1
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* change in student population**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	7	0.3
Locations:				
Middle School H.S.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	2	0.3
Locations:				
Middle School H.E.	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	4	0.2
Locations:				
Middle School H.E.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	2	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position

*Implementation Date:* August 29, 2017

*Reason for the proposed change:* Students advanced to High School from Middle School

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 15	2	0.04
Locations:				
Bellwood High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class and Position

*Implementation Date:* August 28, 2018

*Reason for the proposed change:* Age of student, advanced grade level

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.02
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Speech support provided to a student that participates in an IU program that is hosted at another district.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	14 to 21	1	0.02
Justification: Although students appear to be outside the age range, students are not provided serves at the same time and therefore they are not outside the age range.				
Locations:				
HASD High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* Outside Contractor for the School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date: August 28, 2017*

*Reason for the proposed change: Population changes, students advancing grades*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	17	0.65
Justification: Students are not provided services at the same time so therefore they are not outside the age range.				
Locations:				
Bellwood 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	Speech and Language Support	14 to 18	5	0.35
Locations:				
Bellwood High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class and Position*

*Implementation Date: August 29, 2017*

**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	4	0.75
Locations:				
Bellwood 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	1	0.25
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 28, 2017*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	4	0.2
Locations:				

Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	6	0.45
Locations:				
Bellwood 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	10 to 14	2	0.1
Locations:				
Bellwood 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	Autistic Support	10 to 14	1	0.25
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Myers Elementary School	1
School Psychologist	Myers Elementary School	1
Special Education Paraprofessionals Classroom Aides	Multiple Buildings	11
Special Education Transportation Aide	Multiple Buildings	0.25

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	3 Days
Speech and Language Pathologist	Outside Contractor	5 Days
Hearing Support Services	Intermediate Unit	18 Hours



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	AUTISM: Students with disabilities will be provided services by special education and autistic support personnel with the knowledge and skills necessary to meet their needs through the use of Autism Initiative Coaches, conferences, behavioral workshops and webinars.
<b>Person Responsible</b>	Special Education Director, Autism Initiative Coaches, PaTTAN Consultants, School Psychologist, Appalachia Intermediate Unit 08
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	15
<b>Provider</b>	Bellwood-Antis School District, PaTTAN consultants, Autism Initiative Coaches, Director of Special Education, IU 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	These trainings will ensure that all instructors and support staff within the district are provided with background and understanding of the diagnosis of Autism.
<b>Research &amp; Best Practices Base</b>	The Autism Initiative Program is research based and utilizes ABA (applied behavior analysis) to ensure educational and behavioral progress within our full-time/ supplemental level autistic support programming.
<b>For classroom teachers, school counselors and education specialists</b>	<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>Empowers educators to work effectively with parents and</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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>Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<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>BASD has experienced an increase in the number of students with</p>



	<p>Autism. In response to student needs, over the past 3 years we have increased the number of classrooms, teachers and paraprofessionals to support students with Autism. The goal of increasing time spent with non-disabled peers in the general education environment has been achieved by increasing the supplementary aids and services needed for integration. Students with Autism are provided with opportunities for integration on a daily basis and are included to the maximum extent appropriate.</p>
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## Behavior Support

<b>Description</b>	<p>Topic: Behavior Interventions</p> <ul style="list-style-type: none"> <li>Staff throughout the district will be trained on behavioral interventions for all students. These trainings will include School Wide Positive Behavioral Supports, De-escalation Techniques, and Non-Violent Crisis Intervention. Additionally, trainings will be held regarding data collection, so that informed decisions may be made related to behavior interventions. District level trainings will be offered on an on-going basis throughout the school year.</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>By implementing these trainings, BASD is expecting a 5% decrease in disciplinary referrals, a 2% increase in school attendance rates, and an increase in academic achievement over the course of this plan. Staff will gain confidence in handling behavior situations themselves within the classroom environment.</li> </ul> <p>Developmental Plan:</p> <ul style="list-style-type: none"> <li>The Superintendent, the Director of Special Education, the School Psychologist and the Building Principals will meet to schedule topics for In-service times. They will determine the areas to be presented at alternate times during the school year or summer.</li> <li>IU 08 will be contacted to schedule Non-Violent Crisis Intervention initial trainings and refresher courses each school year.</li> <li>Myers Elementary school plans to continue SWPBS in their building. BASD Middle School is beginning to develop SWPBS with guidance by IU8 and/or PATTAN consultants.</li> </ul>
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	<ul style="list-style-type: none"> <li>District School Psychologist will present information on data collection and analysis dealing with behaviors</li> </ul>
<b>Person Responsible</b>	Special Education Director, School Psychologist, Building Principals, IU 08 and PaTTAN Consultants
<b>Start Date</b>	9/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	30
<b>Provider</b>	Bellwood-Antis School District, Director of Special Education, School Psychologist, Principals, Internal coaches and IU 08 or PaTTAN consultants,
<b>Provider Type</b>	School Entity, PaTTAN, IU 08
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>Gain knowledge of de-escalation techniques</li> <li>Gain knowledge of Positive Support Programs, including set-up and implementation</li> <li>Gain knowledge of Proper Restraint techniques and practice those individually and with a partner</li> <li>Gain a better understanding of students, their backgrounds and how that influences their actions in the school setting</li> </ul>
<b>Research &amp; Best Practices Base</b>	<p>District will utilize techniques and strategies from School Wide Positive Behavior Support trainings.</p> <p>District will utilize techniques and strategies from Non-Violent Crisis Intervention trainings</p>
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	<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>Review of behavior data and discipline referrals</p>

## Paraprofessional

<b>Description</b>	<p><b>Topic: PARAPROFESSIONALS:</b> Paraprofessionals/Paraeducators are required to have 20 hours of staff development annually. These hours will be provided within the district through in-service training with regard to specific job responsibilities.</p> <p>The Paraprofessionals/Paraeducators will be provided training by the Director of Special Education, School Psychologists, IU08 Staff and outside personnel in the following areas:</p> <ul style="list-style-type: none"> <li>• Standard #1: Foundations of Special Education</li> <li>• Standard #2: Development and Characteristics of Learners</li> <li>• Standard #3: Individual Learning Differences</li> <li>• Standard #4: Instructional Strategies</li> <li>• Standard #5: Learning Environments and Social Interactions</li> <li>• Standard #6: Language</li> <li>• Standard #7: Instructional Planning</li> <li>• Standard #8: Assessment</li> <li>• Standard #9: Professional and Ethical Practice</li> <li>• Standard #10: Collaboration</li> </ul> <p>These areas correlate to the Credentials of Competency. Additionally, Paraeducators will be trained in Non-violent Crisis Intervention, De-escalation Techniques, and CPR and First Aide.</p> <p>Over these three years, 100% of paraprofessionals/paraeducators assigned to work with special education students within Bellwood-Antis School District will receive training the correlates with the Credentials of Competency. Additionally, BASD wants to have all Paraeducators certified in Non-violent Crisis Intervention.</p>
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	8/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	15
<b>Provider</b>	Bellwood-Antis School District Director of Special Education, School Psychologist, outside agencies, IU 08, Nurses
<b>Provider Type</b>	School Entity, IU 08
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Identify characteristics of students with Autism and other disabilities.</li> <li>• Identify and implement de-escalation techniques.</li> <li>• Identify and utilize strategies to help students who require adaptations and modifications of classwork.</li> <li>• Utilize techniques to collaborate with peers and educational staff to promote learning of students.</li> <li>• Learn and exhibit skills of professionalism and ethics in the school environment.</li> <li>• Identify and utilize strategies to help students become independent.</li> </ul>
<b>Research &amp; Best Practices Base</b>	<p>BASD will utilize PaTTAN and IU 08 resources and training handouts.</p> <p>BASD will utilize PaTTAN recorded trainings for Paraeducators.</p> <p>BASD will utilize IU 08 trained presenters.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Live Webinar
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting Completion of workshop assessment and reflection as to how it will help paraprofessionals with their job duties, small group discussions at the building level
<b>Evaluation Methods</b>	Participant survey Monitoring of classroom interactions with students and other school personnel.

### Reading NCLB #1

<b>Description</b>	In the area of Reading, the Bellwood-Antis School District will provide trainings for all Elementary Staff in the implementation and use of Leveled Literacy Instruction and Systematic Instruction in Phonological Awareness. (Foundations) Reading trainings will focus on the use of data to make informed decisions regarding placements and reading instruction. The goal is to have all students make at least 1 years growth in reading levels during each school year over the course of the plan. Principals and Reading specialist will provide trainings.
<b>Person Responsible</b>	Principal, Special Education Director, consultants
<b>Start Date</b>	9/1/2018
<b>End Date</b>	6/30/2021

<b>Program Area(s)</b>	Professional Education, Special Education, Student Services
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### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	40
<b>Provider</b>	School Entity, Principals, Reading Specialist, consultants
<b>Provider Type</b>	School Entity, Principals, Reading Specialist, consultants
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The Bellwood-Antis School District strives to provide differentiated instruction to ensure reading growth across the entire district. The District expects at least one year of growth for 90% of all identified Chapter 14 students throughout the implementation of this plan.
<b>Research &amp; Best Practices Base</b>	These are evidence based programs.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

	Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Periodic reading assessments, charting of data

## Transition

<b>Description</b>	Topic: Transition  Students with disabilities will demonstrate increased ability to successfully make transitions to work, community service, and /or to post secondary
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	<p>education.</p> <p>Bellwood-Antis School District will provide the following proposed professional development opportunities regarding transition: community resources to enhance transition services, self advocacy and person centered planning.</p> <p>Evidence: Utilizing indicator 13 Exit Surveys and/or post-school surveys for data, BASD would like to see an increase in students who are successfully employed, pursuing post-secondary education, or actively involved in volunteer services in the community.</p>
<b>Person Responsible</b>	Special Education Director, Special Education Teachers responsible for transition
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	Bellwood-Antis School District
<b>Provider Type</b>	school entity, IU 08, PaTTAN, Non-Profit organizations
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Gain knowledge of services available for students who are planning to attend post High School training programs and schools.</li> <li>• Work effectively with community agencies to support students who are preparing for graduation from High School</li> <li>• Gain knowledge of ways to promote self-advocacy for students.</li> <li>• Develop and implement Person Centered Plans for students in conjunction with outside agencies and parents/guardians.</li> <li>• </li> </ul>
<b>Research &amp; Best Practices Base</b>	Bellwood-Antis School District will provide trainings utilizing PaTTAN and IU 08 resources. The District will work with the Blair County Transition Council to provide students with services to promote independence upon high school graduation.

<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Peer-to-peer lesson discussion</p> <p>Analysis of student post secondary placements utilizing Pennsylvania Post School Outcome Surveys.</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Post Outcome Survey results demonstrating an increase in the number of graduates who are employed, attending post-secondary training, or involved in community service between 2018 and 2021..</p>

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*