

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 201
School District Total Student Enrollment 1212
Percent of Students Receiving Special Education 16.6

Steering Committee

Name	Position/Role	Building	Email
Carol Beard	Director of Special Education	Lewis M Myers El Sch	cabeard@blwd.k12.pa.us
Dr. Thomas McInroy	Superintendent	Bellwood-Antis SD	trmcinroy@blwd.k12.pa.us
Matthew Stinson	Building Principal	Lewis M Myers El Sch	mdstinson@blwd.k12.pa.us
Richard Schreier	Building Principal	Bellwood-Antis HS	rws@blwd.k12.pa.us
Donald Wagner	Building Principal	Bellwood Antis MS	dww@blwd.k12.pa.us
Nicole Engleman	Other	Lewis M Myers El Sch	nlengleman@blwd.k12.pa.us
Katherine Burch	Board Member	Bellwood-Antis SD	mtkingdom@verizon.net
Danielle McNelis	Other	Bellwood-Antis HS	dnmcnelis@blwd.k12.pa.us
Heather Erickson	Special Education Teacher	Bellwood Antis MS	hae@blwd.k12.pa.us
Brandon Stewart	Special Education Teacher	Bellwood-Antis HS	bss@blwd.k12.pa.us
Lee Johnson	Parent	Bellwood-Antis SD	ljohnson@roschvisionary.com

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Bellwood-Antis School District (BASD) is not a host entity. If we were a host for such a facility, we would provide the students with an appropriate program of special education and training consistent with Chapter 14 or 15 of the PA Code. BASD will maintain contact with the school district of residence of the students for the purpose of keeping the school districts of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student. BASD would have an affirmative responsibility to locate and service students who are placed in these facilities. BASD would be responsible for both residential and non-residential students. We have the responsibility of providing services to suspected eligible (thought to be) and identified eligible students as defined in PA Chapter 14.

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

If we were a host district for a 1306 facility, Bellwood-Antis would develop procedures that would include speaking to officials weekly to check rosters for students who potentially qualify for educational services. We would coordinate the course of study for students. Based on student screenings, the district would conduct an evaluation, when appropriate, in accordance with Chapter 14 and IDEA regulations and/or Chapter 15. 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 monitor the progress of our students including having direct contact with students and caseworkers through our guidance counselors, school psychologist and transition coordinator. The district would also meet regularly to discuss the transition and educational services for each student with special needs. 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 District. We would also have our Special Education Director or designated special education personnel meet with educational staff from these facilities to make sure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. The IEP team would meet to discuss in detail a plan for transition back to school. The team would consider services needed to support the student and ensure their success during this time. This would include looking at physical/ social and emotional barriers that may exist within the school environment and what would be needed to address these barriers. We would work with the facility and determine the pace of the transition. Revisions would be made to the IEP as necessary. Questions are answered regarding current educational placement, progress towards annual goals and information on related services.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

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 students who potentially qualify for educational services and/or special education services. We would coordinate the course of study for students. Based on data collected and their screening results, the district would conduct an evaluation, when appropriate, in accordance with Chapter 14 and IDEA regulations or Chapter 15. 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, 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 the 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 students as well.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
 - The most recent Penn Data Special Education Data Report (school year 2019-2020) shows the Bellwood-Antis School District as having 16% of the student population identified as eligible for Special Education Services. This is below /less than the state average of 17.8% for that same time period. Indicator 5: Educational Environments shows the Bellwood-Antis School District with 70.5% of the special education students being educated inside the regular education classrooms 80% or more of their day. This exceeds the state percentage of 61.5% of special education students being educated in the regular education classroom on average across the state. In looking at students inside the regular education classrooms less than 40% of their day, the Bellwood-Antis School District has 7.5% of special education students in this category which is less than the state average of 9.6%. With regard to students educated in other settings, no data is reported for our district due to small group size. The state average is 4.8%. As evident from the data, the Bellwood-Antis School District (BASD) strives to provide students with disabilities access to the general education curriculum in the least restrictive environment (the regular education classroom). BASD provides opportunities for inclusion of ALL students with disabilities (K-12). ALL students with disabilities also have the opportunity to participate in non-academic and extra-curricular activities. The school district offers a full continuum of services ranging from the itinerant level of support to the full-time level of support. Bellwood-Antis School District has added additional staff, both professional and support staff, to meet the needs and enhance the continuum of services being offered in our school buildings. BASD also works closely with our intermediate unit and neighboring districts in providing students with additional resources and access to programs. The school district provides various school-wide services for at-risk students as well. These include but are not limited to: Student assistance program, guidance services, psychological services, agency provided mental health services within the school etc.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
 - Academic: All students K-4 are screened three times per year (Fall, Winter and Spring) with the reading and math Aimsweb Plus measures. Students who perform within the 11th - 25th percentile (national norms), receive daily, small group reading interventions Enhanced Core Reading Instruction (ECRI) in additions to the core curriculum (Wonders 2020). Students who perform within the bottom 10% (national norms, receive an additional 30 minutes of daily reading intervention(ECRI and Brain Spring Phonics First). Progress is monitored bi-weekly, with monthly data analysis and team problem-solving meetings. Intervention collaboration meetings are held with grade level teams to discuss Tier 1 differentiation, Tiered intervention and accommodations to support reading development across the tiers. Social / Emotional: Classroom teachers hold daily classroom meetings, clearly communicate and post expectations for behavior and self-regulation and enforce a system to shape desired behaviors. For students who do not respond at the classroom level, referrals are made to the Elementary Student Assistance Program (ESAP), the School Counselor, and /or the School Social Worker. Depending upon student need, students may be connected to community-based or school-based support services. For behavior needs, the classroom teacher works with the School Counselor through the Tier 2 Problem-Solving Worksheet to develop an individualized behavior plan to be implemented within the regular classroom. Data is collected and student response/progress is monitored. For students who do not respond at this level, a referral is made to the School Psychologist for completion of a Functional Behavior Assessment and the development of a Positive Behavior Support Plan.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
 - Within the general education environment, the Bellwood-Antis School District uses a variety of evidence-based instructional methods. On-going professional development has been implemented to introduce and reinforce best practices for instruction and to expand teacher's 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 is Wonder 2020. Tier 2/3 interventions include ECRI (Enhanced Core Reading Instruction) and Brain Spring Phonics First. Student progress toward the attainment of grade level curricular/ course expectations is closely monitored through universal screenings (AIMSweb Plus) that takes place multiple times per school year as well as bi-weekly progress monitoring for students who receive small group intervention. Teachers meet routinely to analyze student progress and look at any barriers that may exist to student performance and success. Students are flexibly grouped, and interventions are provided for all students within our Elementary School with Title 1 teachers and aides providing the support for at-risk students. At all levels within the district, instructional teams meet, as needed, to discuss students whose progress is of concern. Special education students may also receive an alternate curriculum or interventions specifically targeting an area of concern/ weakness. Communication between special education and regular education staff is on-going and continuous collaboration is required for each student to grow and develop. Teachers in the Bellwood-Antis school district are provided with opportunities for professional development and training every year. Although there are trainings provided that have more of a global application (such as de-escalation training) most of our training is occurring with small groups of teachers that need support with students currently in their classrooms. Our school psychologist provides a great deal of information, resources, and recommendations within her evaluations/ reevaluations of students. She schedules time to meet with individual teachers as well as grade level teams to help them with implementation of the IEPs and /or strategies that are being suggested. 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. There are many co-taught classes in the district, and we also have aides providing supports within the general education environment and as needed individually with students. Students who require supplemental aids and supports/ services within the general education setting may utilize the following based on need: speech and language support, hearing support, vision supports, assistive technology, personal care aide, nurses, picture schedules, occupational therapy, physical therapy, positive behavior support plans counseling services etc. Programs may include the following: Wilson Reading, Seeing Stars, Reading Mastery, Corrective Reading, Math, Spelling and English, Number Worlds, Read 180/ System 44, Language for Learning, for writing and for thinking, Handwriting without Tears, Styer-Fitzgerald functional skills curriculum, Unique Learning systems, Social Competencies and the Smarts program. The IEP teams for students with complex needs have utilized the Supplementary aids and Services Consideration Toolkit (SaS- PaTTAN) to determine specially designed instruction to ensure seamless integration. BASD staff has received training from PaTTAN Autism Initiative in Applied Behavioral Analysis. Teachers and Aides have attended 3-day Boot Camps, led by PaTTAN Consultants working within the Autism Initiative. Errorless Teaching, Reinforcement Schedules, and Behavioral Analysis have been topics covered at these trainings. Staff also receives on-going training as part of the Autism Initiative Program, whereby the state consultants visit the classrooms monthly and provided training and support for teachers and staff within these classrooms.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students with disabilities have the same opportunity to participate in extra-curricular activities as do their non-disabled peers. IEP teams examine any barriers that may exist as well as discuss supports needed for participation. Students in need of accommodations and/or supplementary aids and services such as an aide to assist them will be provided with such. Teachers/ Coaches are knowledgeable and will make the necessary adjustments needed. They are aware of the student's disability and needs and will ensure participation to the extent appropriate.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Bellwood-Antis has limited options for private placement of students. Students placed in private facilities specifically for special education students will not have the opportunity to be with non-disabled peers. Students placed in facilities that also have non-disabled students enrolled will have integration and/or

exposure to non-disabled peers. In both settings, students will have the opportunity to participate in extra curricular activities lead by their home school/ district. Accommodations / modifications will be made, as deemed necessary, for any student with an IEP that is being educated in a placement and chooses to participate.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Bellwood-Antis School District currently offers a complete continuum of services. We currently have a dedicated classroom in each school building (elementary, middle school and high school) for Autistic Support and Life Skills Support. All other forms of special education support are offered at both an itinerant and supplemental level through pull out and inclusive instructional practices. The District does not have the capacity to support students with Multiple Disabilities. As such, the district utilizes IU 8 programs that are hosted at a neighboring district for our students with Multiple Disabilities. This allows our students to be in classrooms with peers. The district also utilizes private facilities that offer a therapeutic components for our students with high level emotional/ behavioral needs. The District works diligently to support these students within our own school environment working with social workers, agency therapists, counselors and other wrap around services however sometimes this is not enough and there is a need for more support to address the needs of the student.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hollidaysburg Area School District	Other	School District	Intermediate Unit	Multiple Disabilities Support	2
Soaring Heights of Altoona	Licensed Private Academic		Pyramid Health	Emotional Support	1
Soaring Heights of Altoona	Licensed Private Academic	approved private facility (non-residential)	Pyramid Health	Autistic Support	1
Extended Family Programs	Other	approved private facility (non-residential)	Extended Family Programs	Emotional Support	1

Positive Behavior Support

Date of Approval
2017-02-14

Uploaded Files
Behavior Support Policy 113.2 .docx

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

The Bellwood-Antis School District has had an increased focus on supporting students with Social/ Emotional needs. Our school psychologist assesses for social/ emotional needs when evaluating/ reevaluating students in our district. The School Psychologist makes detailed recommendations for accommodations, modifications, specially designed instruction, instructional strategies, interventions and intervention programs. The IEP team is led by the special education case manager who facilitates discussion and ultimately the development of the plan to address the social/ emotional needs of the student. Each student is looked at individually. The District has curriculum and/or intervention programs to address both social and emotional needs (Social Thinking to address Social Competencies). The District also has programs that address Executive Functioning deficits which contribute to social/ emotional well being/ stability (Smarts Program). Students with disabilities may have sessions with a special educator targeting specific identified areas of need. Students with disabilities also have access to the school counselor and /or the social worker. Students may be referred to the Student Assistance Program (SAP) and may be eligible to receive therapy from an outside agency during school hours at the school.

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.

Building level administrators as well as the school psychologist provide training and guidance with positive behavior supports. This generally takes place at the beginning of each school year during the first few in-service days. There is also on-going training that occurs sporadically, pertaining to classroom management, mini plans within classrooms, incentivizing positive behavior, increasing engagement and fostering participation. Non-Violent Crisis Intervention training (NVCI) has been provided to the special education staff as well as some teachers and administrators. Training has been provided to all staff, by the IU, relating to de-escalation and response to behaviors. PaTTAN also works closely with our staff in our classrooms that are part of the Autism Initiative Program. Internal coaching provides additional training for staff relating to positive behavior support and de-escalation. Our School Psychologist provides training for various staff members relating to classroom management, positive behavior support plans, token economy systems etc. The District supports all efforts to increase the overall climate within the elementary, middle and high schools.

3. Describe the district positive school wide support programs.

Bellwood-Antis School District believes in School Wide Positive Behavior Supports. We are working toward implementation in our Middle School. Staff has received training in this area. At the High School, we have the Renaissance Program which focuses on creating a positive school climate and culture. They organize different school and community events, and we encourage student participation. The group also hosts assemblies to promote and recognize our students throughout the year. Other clubs also organize activities during or after school to promote school positivity, including the Avedium Club (Student Mental Health Support) and Inclusion Club/Unified Bocce Team. The High School also participates in a Challenge Program and COTY (Citizen of the Year)

program, each promotes positive behaviors in our school and society. The traits of positivity include Community Service, Attendance, Discipline, Academic Improvement, STEM Excellence, and Academic Excellence. The attributes that Our SAP/STAR team hopes to host a student assembly that focuses on student wellness and mental health. In our Elementary School, we have the BARK program (Bellwood-Antis Recognizes Kids) that has been implemented for several years with success. We continue to look for new and innovative ideas to support and motivate student in the learning environment.

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

We currently staff 3 School Counselors and 1 Social Worker to support student needs. These individuals meet with students as needed or if there are concerns. Students can also request to be seen. We offer the Student Assistance Program (SAP) at the Middle School and High School and the ESAP program at the Elementary School. Through these supports, we can connect students with outside mental health providers who come into the school to provide services. Some students receive individual counseling and others may participate in a counseling group. These teams meet weekly at the Middle School (HEART) and High School (STAR). The Elementary School is working toward having Highmark Caring Place come in and provide some group counseling for their students in the near future. Some information about mental health, coping strategies etc. is incorporated into Health courses in the High School. We have also incorporated career education into our computer applications courses. In the Middle School, we offer guidance classes, career classes and life skills classes. The district utilizes curriculum called Positive Action. We have had Blair County Drug and Alcohol Prevention come into classes to teach this curriculum. The district also utilizes a curriculum called Too Good for Drugs which focuses on strengthening and building protective factors. The counselor and social worker are working together to incorporate more services at the elementary level. They currently have a school wide PBIS but we are always looking for new and different ways to reach out students.

5. Describe the district restraint procedure.

The district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Our Behavior Support Policy 113.2 has been uploaded and provides greater detail.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Bellwood-Antis School District SES reporting data will show that we have one student that is currently receiving instruction conducted in the home. The District has no concerns in this case. The IEP team has determined that Instruction Conducted in the Home is appropriate at this time. There were other students that were also on the SES reporting but have already returned to the school environment for their education.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16 SLS AG	Multiple	Full-time (1.0)	05/10/2022 12:18 AM

Building Name		
Lewis M Myers El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 12
Age Range Justification		FTE %
Speech students are provided support individually or in small group sessions with same age/ same grade level students. As such, there is no age variance.		0.77

Building Name		
Bellwood Antis MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 14
Age Range Justification		FTE %
Speech students are provided support individually or in small group sessions with same age/ same grade level students. As such, there is no age		0.12

variance	
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Building Name		
Bellwood-Antis HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 21
Age Range Justification		FTE %
Speech students are provided support individually or in small group sessions with same age/ same grade level students. As such, there is no age variance		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15 SLS EC	Multiple	Full-time (1.0)	05/10/2022 12:19 AM

Building Name		
Lewis M Myers El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12

Age Range Justification	FTE %
Speech students are provided with support individually or in small groups of same age/ same grade level students. As such, there is not age variance.	0.77

Building Name		
Bellwood Antis MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 14
Age Range Justification		FTE %
Speech students are provided with support individually or in small groups of same age/ same grade students. As such there is not age variance.		0.12

Building Name		
Bellwood-Antis HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 21
Age Range Justification		FTE %
Speech students are provided with support individually or in small groups of same age / same grade students. As such, there is no age variance.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14 (HI)	Multiple	Part-time (0.5)	04/20/2022 01:36 PM

Building Name		
Bellwood-Antis SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	8 to 14
Age Range Justification		FTE %
Each student is seen individually for direct services. One student is 8 and the other two students are both 14 years old.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13 (SP)	Secondary	Full-time (1.0)	04/19/2022 02:21 PM

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12 (JB)	Secondary	Full-time (1.0)	04/19/2022 02:17 PM

Building Name		
Bellwood-Antis HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.4

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11 (BS)	Secondary	Full-time (1.0)	04/19/2022 12:48 PM

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Bellwood-Antis HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10 (SE)	Secondary	Full-time (1.0)	04/19/2022 12:34 PM

Building Name
Bellwood-Antis HS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.5

Building Name		
Bellwood-Antis HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9 (MS)	Secondary	Full-time (1.0)	04/19/2022 12:31 PM

Building Name		
Bellwood Antis MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Bellwood Antis MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8 (HE)	Secondary	Full-time (1.0)	05/09/2022 05:50 PM

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.16

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7 (LC)	Secondary	Full-time (1.0)	03/30/2022 01:40 PM

Building Name
Bellwood Antis MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Bellwood Antis MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.17
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Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6 (LC)	Elementary	Full-time (1.0)	03/30/2022 01:33 PM

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.32

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.4

Building Name		
Bellwood Antis MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.17

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5 (ME)	Elementary	Full-time (1.0)	03/30/2022 01:25 PM

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.4
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Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.4

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 (JW)	Elementary	Full-time (1.0)	03/30/2022 01:17 PM

Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.28

Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.45

Building Name		
Lewis M Myers El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Lewis M Myers El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 (RD)	Elementary	Full-time (1.0)	03/30/2022 01:18 PM

Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %

	0.34
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Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Lewis M Myers El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Lewis M Myers El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 (SH)	Elementary	Full-time (1.0)	03/28/2022 03:36 PM

Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Lewis M Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

Building Name		
Lewis M Myers El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 (TM)	Elementary	Full-time (1.0)	05/13/2022 02:37 PM

Building Name		
Lewis M Myers El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 9
Age Range Justification		FTE %
Students in this classroom are part of the Autism Initiative program and have individualized programming. Each student receives intensive teaching one-on-one with the teacher. This classroom provides a learning environment for students with needs for this high level of support in our elementary school. We have one student outside the age variance and the IEP team deemed it was appropriate for the student to remain in this classroom for instruction. The student participates with same age peers for specials, lunch and recess as well as appropriate classroom time in regular ed.		0.88

Building Name		
Lewis M Myers El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Bellwood Antis MS		15
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 1 inches	675sqft	24
Implementation Date		
2022-05-13		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lewis M Myers El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 29 feet, 6 inches	781sqft	27
Implementation Date		
2022-05-13		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lewis M Myers El Sch		124
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 4 inches x 39 feet, 10 inches	929sqft	33
Implementation Date		
2022-05-13		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lewis M Myers El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 3 inches x 22 feet, 9 inches	369sqft	13
Implementation Date		
2022-05-13		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lewis M Myers El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 10 inches x 28 feet, 10 inches	802sqft	28
Implementation Date		
2022-05-13		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lewis M Myers El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 10 inches x 28 feet, 10 inches	802sqft	28
Implementation Date		
2022-05-13		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood Antis MS		19
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 1 inches	675sqft	24
Implementation Date		
2022-05-13		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood Antis MS		21
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 1 inches	675sqft	24
Implementation Date		
2022-05-13		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood-Antis HS		200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 9 feet, 11 inches	168sqft	6
Implementation Date		
2022-05-13		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood-Antis HS		206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 30 feet, 1 inches	706sqft	25
Implementation Date		
2022-05-13		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood-Antis HS		309
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 1 inches x 22 feet, 8 inches	613sqft	21
Implementation Date		
2022-05-13		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bellwood-Antis HS		303
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 9 inches x 38 feet, 1 inches	904sqft	32
Implementation Date		
2022-05-13		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

13Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	17	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	3	District Wide	District
Social Worker	1	District Wide	Contractor
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative Program training - as participants in this program, visits occur monthly and observations are conducted. Training will occur on the various areas identified in the visit or as requested. Recommendations are also provided.			
Lead Person/Position		Year of Training	
PaTTAN consultants, Amy Foor and Cindy Westrick		annually	
Hours Per Training	Number of Sessions	Provider	Audience
3	9	District PaTTAN	Parents Special Education Teachers

Description of Training			
behavior intervention training and de-escalation training			
Lead Person/Position		Year of Training	
Elena Caracciola, Internal Coach/ Speech and language		annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District Intermediate Unit Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
De-escalation training provided to all staff to better understand the phases of escalating behavior and the appropriate response for each phase			
Lead Person/Position		Year of Training	
Don Arotin, IU 8, Nicole Endgleman, School Psychologist		annually	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

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Description of Training			
NVCi - Non-violent Crisis Intervention, refresher			
Lead Person/Position		Year of Training	
Mark DeRubeis, IU8/ Don Arotin, IU8		annually	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Executive Functioning - what it is and how we support students with executive functioning deficits			
Lead Person/Position		Year of Training	
Nicole Engleman, School Psychologist		annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	1		General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraeducators Suite - completion of cohort 5 covering the following topics: 1. Bullying Fundamentals: Paraeducators Guide to Bullying Awareness and Intervention 2. Trauma-Informed Practices: An Overview of Trauma on Youth 3. Poverty and Its Impact in the Classroom 4. Foundations of Social Emotional Learning (SEL) 5. Conversations – The Workhorses of Teaching Teams			
Lead Person/Position		Year of Training	
Eduplanet 21 Virtual Learning		2020-2021	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	Intermediate Unit	Paraprofessionals

		Other	
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Description of Training			
Paraeducators Suite - completion of Cohort 4-- Social emotional learning, understanding and motivating students, building relationships, creating value and making a difference			
Lead Person/Position		Year of Training	
Eduplanet 21 Virtual Learning		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	Intermediate Unit Other	Paraprofessionals

Description of Training			
Paraeducator Suite --- cohort to be selected			
Lead Person/Position		Year of Training	
Eduplanet 21 Virtual Learning		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	Intermediate Unit Other	Paraprofessionals

Description of Training			
Act 91 Classroom management training			
Lead Person/Position		Year of Training	
Don Arotin, IU8		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Paraprofessionals

Description of Training			
CPR/ First Aid Training			
Lead Person/Position		Year of Training	
Kelly Hoover, School Nurse		annually	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals Special Education Teachers

Transition

Description of Training			
Training to provide guidance in transition planning for teachers responsible for this aspect of a student's IEP. Training reviewed many tools and resource available to assist in transition planning.			
Lead Person/Position		Year of Training	
Troy Eppley IU8/ Brad Theys, IU8		2018	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	2	Intermediate Unit	Special Education Teachers

Description of Training			
Transition training for teachers providing transition planning for their students			
Lead Person/Position		Year of Training	
Troy Eppley IU 8, Brad Theys IU 8		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training

Science of Reading training			
Lead Person/Position			Year of Training
Beth Berardinelli, Reading Specialist and Nicole Engleman, School Psychologist.			2021-2022
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
ECRI training -- Enhanced Core Reading Instruction --- instructional strategies for the delivery of the curriculum			
Lead Person/Position			Year of Training
Beth Berardinelli, Reading Specialist			annually
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Special Education Teachers

Description of Training			
Structured Literacy Book Study			
Lead Person/Position			Year of Training
Nicole Engleman, School Psychologist and Beth Berardinelli, Reading Specialist			2022
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District PaTTAN	

Description of Training			
Wonders /ECRI training			
Lead Person/Position			Year of Training
McGraw Hill education			2021
Hours Per Training	Number of Sessions	Provider	Audience
7	3	Other	General Education Teachers Special Education Teachers

Description of Training			
Literacy Book Study - relating to science of reading/ structured literacy			
Lead Person/Position			Year of Training
Nicole Engleman, School Psychologist, Beth Berardinelli, Reading Specialist			
Hours Per Training	Number of Sessions	Provider	Audience

Parent Training

Description of Training			
Parent Training --- how to help support reading development with your child			
Lead Person/Position			Year of Training
Nicole Engleman, School Psychologist, Beth Berardinelli, Reading Specialist			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Parent overview Elementary School --- review programming and answer questions			
Lead Person/Position			Year of Training
Matt Stinson, Principal			2021-2022
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training

training to review special education document preparation, role, responsibility, updates, changes			
Lead Person/Position		Year of Training	
Carol Beard, Director of Special Education		annually	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Special Education Teachers

Description of Training			
training for virtual education documentation, preparing for Covid Compensatory Education Determination			
Lead Person/Position		Year of Training	
Carol Beard, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	Special Education Teachers

Description of Training			
Instructional Programming — IEP development and case study discussion			
Lead Person/Position		Year of Training	
Carol Beard, Special Education Director, Nicole Engleman, School Psychologist		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-14

Uploaded Files

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

Superintendent/Chief Executive Officer

Thomas McInroy

Date

2022-06-14

