

Profile and Plan Essentials

LEA Name		AUN
Bellwood-Antis SD		108071003
Address 1		
300 Martin Street		
Address 2		
City	State	Zip
Bellwood	PA	16617
Director of Special Education Name		
Carol A Beard		
Director of Special Education Email		
cabeard@blwd.k12.pa.us		
Director of Special Education Phone Number		Director of Special Education Ext
(814) 742-2270		5153
Chief Administrator Name		
Mr Edward G DiSabato		
Chief Administrator Email		
egdisabato@blwd.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 232

School District Total Student Enrollment 1142

Percent of Students Receiving Special Education 20.3

Steering Committee

Name	Position/Role	Building	Email
Carol Beard	Director of Special Education	Lewis M Myers El Sch	cabeard@blwd.k12.pa.us
Edward G DiSabato	Superintendent	Bellwood-Antis SD	egdisabato@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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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. These services would be provided by a certified special education teacher.

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 2022-2023) shows the Bellwood-Antis School District as having 20.6% of the student population identified as eligible for Special Education Services. This is just slightly above the state average of 19.3% for that same time period. Indicator 5: Educational Environments shows the Bellwood-Antis School District with 70.2% of the special education students being educated inside the regular education classrooms 80% or more of their day. This exceeds the state percentage of 61.6% 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 8.7% of special education students in this category which is less than the state average of 10.0%. With regard to students educated in other settings, no data is reported for our district due to small group size. The state average is 4.4%. 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 utilizing the Enhanced Core Reading Instruction (ECRI) pre-teach model, in addition to the core curriculum (Wonders 2020). Students who perform within the bottom 10% (national norms), receive daily, small-group intervention utilizing the ECRE Back Track, Fast Track model. 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 Behavioral 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 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 is Wonder 2020 with whole-group ECRI for foundational skills (in grades K-2). Tier 2/3 interventions include ECRI (Enhanced Core Reading Instruction) pre-teach model (tier 2) and ECRI Back Track, Fast Track model (tier 3) delivered in addition to the core curriculum. 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 instructional 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, Phonics for Reading, University of Florida Literacy Intervention, Wonderworks, 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. For the 2023-2024 school year, all teachers with K-8 certifications, all special education teachers K-12, and all ESL teachers received 4, full-day trainings in Structured Literacy (Science of Reading), as well as ongoing coaching and support from the district's Reading Specialist.

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	approved private facility (non-residential)	Pyramid Health	Autistic Support	1
Merakey Education Center	Licensed Private Academic	approved private facility (non-residential)	Merakey Pennsylvania	Autistic Support	1
Soaring Heights of Altoona	Licensed Private Academic		Pyramid Health	Emotional Support	2
Extended Family Programs	Licensed Private Academic		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). We also utilize Coping Skills for Kids and Coping Skills for Teens as additional resources. The district has a program that address Executive Functioning deficits which contribute to social/ emotional well-being/ stability (Smarts Program). During the 2023-2024 school year, the district has purchased Zones of Regulation and had the special education staff participate in an all-day training for this program. Zones of Regulation will be used in tandem with Social Competencies to provide support for our students. The district has also created an emotional support coach position to provide on-going support to teachers in the facilitation of these programs. The coach is also available to consult with teachers regarding the support for students with complex social emotional problems. Students with disabilities may have sessions with a special educator targeting specifically 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) is provided annually to the special education staff as well as some teachers and administrators (IU8 provides this training). Training has been provided to all staff, by the IU, relating to de-escalation and response to behaviors. Social Competencies has virtual training sessions for teachers. We have conducted an all-day training this past year for special education teachers to learn about a new resource we have added to our repertoire, that being Zones of Regulation. We have identified individuals for responding to crisis situations. Proper training and teamwork are key to de-escalation of behavioral situations. 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 understands the importance of School Wide Positive Behavior Supports. We continue to look for new and innovative ideas to support and motivate students in the learning environment. At the elementary level, we are looking to revamp the SWPBIS but have been using BARK (Bellwood Antis Recognizes Kids) where students earn BARK cards for positive behaviors. Students who earn BARK cards get their name placed on a paw print on the BARK Bulletin board. We also have the words of the week and students can earn a Principal's award by demonstrating the word of the week. These students get a "shout out" on the afternoon announcements and earn a pencil and book token for the book vending machine. In addition, there are monthly school wide activities and assemblies, celebrating our success as a school in modeling good character traits throughout our school day. 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. Bellwood-Antis Middle School (BAMS) is currently developing programming to create a positive school culture and climate. We have created the Culture and Climate Team which is comprised of 6 teachers, a building principal, a school counselor and the K-12 social worker. The team plans to include students in the development of programming soon. BAMS has a Student Council and Leadership Clubs that help boost student positivity and build connections among students at school.

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. Our Elementary school offers ESAP (Elementary Student Assistance Program). There is an ESAP team comprised of 5 regular education teachers, a special education teacher, the school counselor, the school social worker, the Principal and the SAP liaison. Through this team, students can be referred to Outpatient Therapy, a small group, individual counseling or other outside services. We also have satellite services that are provided by a counselor through UPMC Home Nursing. Small groups are provided by our ESAP liaison weekly. Groups session topics include self-esteem, coping skills, friendship, anxiety, etc. Our elementary school also offers the Healing Patch, counseling for grieving children. We also have BDAP (Blair Drug and Alcohol) available to run groups. Our elementary counselor also provides weekly Guidance classes to students in Kindergarten and bi-weekly classes to students in grades 1-4. Topics include emotion management / emotional regulation, friendship skills, coping skills, decision making skills conflict resolution, etc. The school counselor also meets individually with students. Bellwood-Antis Middle School (BAMS) also offers the K-12 SAP programming (student assistance program). Middle school has HEART SAP program, and the High School has STAR SAP program. Students receive a Drug and Alcohol Prevention assembly from Blair County Drug and Alcohol Prevention (BDAP) Services. BDAP also provides evidence-based drug and alcohol prevention programs to the Middle School students grades 5-8 called Positive Actions and Botvin Life Skills. The focus is on building resiliency skills in students that will lead to students leading healthy successful lives. BAMS has had presenters from Minding Your Mind to come and speak with students in grades 5-12 about topics related to student wellness and mental health. The HEART SAP team has brought Red Ribbon Week to the Middle School. The Healing Patch is also available at the Middle School level. Bellwood-Antis Middle School and High School (BAMS/BAHS) have brought back the Bigs/ Littles Program from the Big Brother Big Sister Program. The program is designed to foster a positive relationship between a Big and Little to help improve the Littles connection to school and ultimately success at school. We are hoping to expand the program to include 4th grade students, to assist with their transition to Middle School. BAMS counselor and social worker are trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS) groups. This is an evidence based model to decrease trauma related symptoms in students to improve academic success. The counselor and social worker have also implemented additional programming to help support 5th grade students transition to the Middle School. This included class assembly, classroom lessons, and small group counseling for those in need to address anxiety, problem-solving skill and the development of healthy coping skills. 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 soon. 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 has utilized a

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.

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 is required to report any students with disabilities assigned to instruction conducted in the home by the IEP team and /or any students with disabilities who may be assigned to homebound instruction through the Special Education Students at Home Reporting System (SES@Home). Homebound Instruction is described in the Pennsylvania School Code and allows for a temporary excusal from attending school for urgent reasons with evidence of mental, physical, or other urgent reasons. Instruction Conducted in the Home is an option on the continuum of special education placements for students with disabilities. This educational placement is an individualized education team (IEP) decision and requires a Notice of Recommended Education Placement /Prior Written Notice. Although homebound instruction is not a special education placement option for students with disabilities, there are occasions when a student with a disability may receive homebound instruction. Both Homebound and Instruction Conducted in the Home must be immediately reported to PDE via the SES@Home website with follow up and documentation being provided. The Bellwood-Antis School District SES@Home reporting data will show that we do not have any students currently receiving instruction conducted in the home or homebound services.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15 SLS EC	Multiple	Full-time (1.0)	03/12/2024 01:16 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)		55
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
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.		0.85

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)		6

Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 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.		0.09

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)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 19
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.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8 (HE)	Secondary	Full-time (1.0)	03/11/2024 10:13 PM

Building Name
Bellwood Antis MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.26

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	10 to 14
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)		7

Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.14

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

Building Name		
Bellwood Antis MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5 (ME)	Elementary	Full-time (1.0)	03/12/2024 01:15 AM

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Students are instructed in small groups with same age peers so there is no age variance to be addressed.		0.22

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Students receive small group instruction with same age peers so there is no age variance.		0.35

Building Name		
Bellwood Antis MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.08

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	Elementary	10 to 13
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
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 (CJ)	Elementary	Full-time (1.0)	03/11/2024 11:04 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)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
no age variance as they are taught in small groups within the age requirements.		0.36

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are taught in small groups within age requirements, no age variance.		0.2

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	6 to 10
Age Range Justification		FTE %
small group instruction, no age variance		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)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %

no age variance, taught in small groups within age range requirements.	0.33
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10 (SE)	Secondary	Full-time (1.0)	03/11/2024 11:15 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
individualized instruction, no age variance during instructional activities.		0.62

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19

Age Range Justification	FTE %
students have individualized instruction, there is no age variance during instructional activities.	0.15

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students receive individualized instruction. No age variance during instructional activities.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6 (AK))	Elementary	Full-time (1.0)	03/11/2024 11:29 PM

Building Name		
Bellwood Antis MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.26

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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.5

Building Name		
Bellwood Antis MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.08

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	10 to 13
Age Range Justification		FTE %
		0.1

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	Elementary	10 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 (RD)	Elementary	Full-time (1.0)	03/11/2024 11:38 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
no age variance, students have small group instruction within age requirements.		0.04

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 10
Age Range Justification		FTE %
no age variance, students are in small groups for instruction within age requirements.		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)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students are taught in small groups within age requirements, no age variance		0

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)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
no age variance. Students have instruction within small groups within age requirements.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12 (JB)	Secondary	Full-time (1.0)	03/11/2024 11:45 PM

Building Name
Bellwood-Antis HS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7 (LC)	Secondary	Full-time (1.0)	03/12/2024 12:02 AM

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	Secondary	12 to 14
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.35

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

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16 SLS AG	Multiple	Full-time (1.0)	03/12/2024 12:11 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)		35
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 10
Age Range Justification		FTE %
Speech students are provided support individually or in small group sessions with same age/ same grade level students. As		0.54

such, there is no age variance.	
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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)		23
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 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 variance		0.35

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		0.11

such, there is no age variance	
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14 (HI)	Multiple	Part-time (0.5)	03/10/2024 01:29 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)		1
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.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9 (SH)	Secondary	Full-time (1.0)	03/12/2024 12:14 AM

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

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	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 (CK)	Elementary	Full-time (1.0)	03/12/2024 12:21 AM

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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.65

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 10
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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13 (JM)	Secondary	Full-time (1.0)	03/12/2024 12:27 AM

Building Name		
Bellwood-Antis HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

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 18
Age Range Justification		FTE %

	0.25
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Building Name		
Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Bellwood-Antis HS		
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	14 to 18
Age Range Justification		FTE %
		0.1

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	14 to 18
Age Range Justification		FTE %
		0.17

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 (TM)	Elementary	Full-time (1.0)	03/12/2024 12:29 AM

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%)		6
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.		0.75

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
All students received individualized instruction so there is no age variance.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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11 (BS)	Secondary	Full-time (1.0)	03/12/2024 12:37 AM
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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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Bellwood-Antis HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

Building Name

Bellwood-Antis HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Bellwood-Antis HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Bellwood-Antis HS		
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	14 to 18
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Bellwood-Antis HS		206
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Bellwood Antis MS		19
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 1 inches	675sqft	24
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	
The location of the class has been maintained for at least 3 school years.		No

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

3Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Bellwood Antis MS		21
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 1 inches	675sqft	24
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	
The location of the class has been maintained for at least 3 school years.		No

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

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lewis M Myers El Sch		203
School Building		Building Description
		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		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Bellwood-Antis HS		309
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lewis M Myers El Sch		204
School Building		Building Description
		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		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lewis M Myers El Sch		124
School Building		Building Description
		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		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Bellwood-Antis HS	200
School Building	Building Description
	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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lewis M Myers El Sch		103
School Building		Building Description
		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		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Bellwood-Antis HS		303
School Building		Building Description
		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		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Bellwood Antis MS		6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 30 feet, 2 inches	711sqft	25
Implementation Date		
2024-03-11		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

14Special 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, Jaime Baker		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District PaTTAN	Building Administrators Parents Paraprofessionals 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		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	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		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
NVCi - Non-violent Crisis Intervention, refresher			
Lead Person/Position		Year of Training	
Mark DeRubeis, IU8/ Don Arotin, IU8		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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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		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals

Description of Training			
Social Competencies/ Zones of Regulation			
Lead Person/Position		Year of Training	
Emotional Support Coach, Heather Erickson		2024	
		2025	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	Intermediate Unit Other	Paraprofessionals

Description of Training			
Paraeducators Suite - completion of Cohort 1- Social emotional learning, understanding variability, time and task management, classroom management, Empathy, law review, accommodations and modifications.			
Lead Person/Position		Year of Training	
Eduplanet 21 Virtual Learning		2024	
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	2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	Intermediate Unit Other	Paraprofessionals

Description of Training			
CPR/ First Aid Training			
Lead Person/Position		Year of Training	
Kelly Hoover, School Nurse		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

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	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position			Year of Training
Beth Berardinelli, Reading Specialist / Nicole Engleman, School Psychologist.			2024 2025 2026 2027
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers 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		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience

3	2	District	Building Administrators General Education Teachers Special Education Teachers
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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			2025 2026 2027
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers Parents Special Education Teachers

Description of Training			
Parent overview of School — review programming and answer questions			
Lead Person/Position		Year of Training	
Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Parents Special Education Teachers
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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		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators 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		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	Special Education Teachers

Signatures & Affirmations

Approval Date

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

Edward G. DiSabato

Date

