
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Plan

September 25, 2006

Entity: Bermudian Springs SD

Address: 7335 Carlisle Pike
York Springs, PA 17372

Phone: (717) 528-4113

Contact Name: William Shoemaker

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Bermudian Springs SD	Lincoln IU 12	Dr. William Shoemaker	3	2155	193

District Special Education Contact:

Name	Title	Phone	Fax	Email
Karen Jackson	Special Education Supervisor	717-528-4113	717-528-4007	kjackson@bermudian.org

Current Program Strengths and Highlights

Bermudian Springs School District (BSSD) has employed a competent, dedicated and highly qualified staff who are committed to developing capable, self-directed and proficient learners. Learning support teachers at Bermudian Springs make a daily effort to meet the high needs of a diverse population of students in creative and innovative ways. BSSD maintains a full continuum of services that support a free appropriate public education for students with disabilities in the least restrictive environment. Bermudian Springs will continue to maximize its resources to provide these services efficiently.

Direct instruction and progress monitoring in reading and math have provided a focus to improve instruction to students who fall below expected levels in basic reading and math skills. Program development that includes individual measures of student progress in reading and math fluency are being utilized to address student growth and continuous improvement. Read Naturally, SuccessMaker Computer Curriculum, and Corrective Reading have been implemented as district programs.

Transition activities to make stronger connections between post-secondary education and future career opportunities are being developed in order to promote active and meaningful participation and graduation from high school.

Teachers and administrators are flexible and work collaboratively to provide modifications and supply supplemental services that help students identified with disabilities remain in regular education.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	1.55%	2.82%	True	The disproportionality is due to the fact that Bermudian Springs School District (BSSD) has generally low numbers of students identified for special education and our students who are identified as autistic fall below the state enrollment for autism which has risen in the last few years. BSSD has two students who are identified as autistic or PDD and these students are appropriately identified and placed. No plans for changing identification procedures are indicated.	None
Deaf-Blindness	0%	0.02%	False	No disproportionality	None
Emotional Disturbance	8.81%	9.63%	False	No disproportionality	None
Hearing Impairment including Deafness	1.55%	1.10%	True	The hearing impaired students identified at BSSD have mild hearing loss. Some receive direct services but many are monitored annually for hearing loss. No plans are being developed to address this disproportionality. BSSD has two students who receive hearing services in a hearing impaired class.	None
Mental Retardation	11.92%	9.95%	False	No disproportionality	None
Multiple Disabilities	0%	1.08%	False	No disproportionality	None
Orthopedic Impairment	2.07%	0.36%	True	BSSD has a family residing in our district who have two children who are diagnosed with Friedreich's Ataxia, a form of Muscular Dystrophy. These two students increase our	None

				<p>numbers of students identified with orthopedic impairments beyond what might normally be expected for a district this size. Three other students with spinal bifida and cerebral palsy are also orthopedically impaired and need specially designed instruction. No plans are being developed to address this disproportionality.</p>	
Other Health Impairment	1.04%	3.48%	False	<p>The number of students with identified medical problems and other health impairments is lower than the state average. Currently very few students have presented medical problems that require special education services to be successful in regular education. No plans for addressing this disproportionality have been planned to increase this percentage.</p>	None
Specific Learning Disability	50.26%	54.38%	False	No disproportionality	None
Speech of Language Impairment	18.13%	16.31%	True	<p>The BSSD students who are identified as Speech and Language students need services based on accurate and appropriate pre-referral and identification services. Although the number of Speech and Language students is somewhat evaluated in comparison to the state average, this number fluctuates during the school year. Most students are identified for services in the fall and those who are dismissed are typically dismissed at the end of</p>	None

				the school year. This may account for the higher numbers seen when this data is collected in December. No plans are being developed to address this disproportionality.	
Traumatic Brain Injury	4.66%	0.42%	True	BSSD has several enrolled students who have had serious accidents that have resulted in brain damage. Several of these students are significantly impaired and need special education services. The disproportionality appears because of the low number of identified students compared to the high percentage of students that BSSD have with this disability. No plans for addressing this disproportionality are planned.	None
Visual Impairment including Blindness	0%	0.44%	False	No disproportionality	None

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0%	0%	False	Not disproportionate	None
Asian/Pacific Islander	1.02%	0%	False	Not disproportionate	None
Black (Non-Hispanic)	0.56%	0%	False	Not disproportionate	None
Hispanic	7.29%	3.63%	True	The disproportionality is due to the fact that the district's appropriate identification rate of special education students who are hispanic is being compared to a higher rate of enrollment of hispanic students in regular education. The district's procedures for evaluation and identification are appropriate. No plans are needed to change this identification procedure to address the disproportionality.	None
White (Non-Hispanic)	91.14%	96.37%	True	The disproportionality is due to the fact that the district's population is predominately white caucasian students and the majority of the students identified for special education fall into this category. Hispanic students are the largest minority population and students are identified appropriately in this minority sub-group for services.	None

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
92.02%	6.75%	73.33%	26.67%	True	The percentage of students dropping out of school is greatly impacted by the low number of special education students identified at BSSD as needing special education services. Even one student dropping out of school greatly impacts this percentage and makes it disproportionate. BSSD has increased its capacity toward planning transition services and building support for post-secondary services to encourage students to stay in school and graduate. Occassionally students drop out but typically this has more to do with individual decision making instead of school programming. Plans have been made to address how data is reported when students withdraw (move) from our district. It appears that more accurate reporting is needed to accurately reflect the reason for a student leaving BSSD.	2006-2007 Increase graduation rate to 80% for the coming school year. Review the data codes for students withdrawing from school with guidance secretaries. Guidance counselors will track the number of students droppping out and adjust figures in the event that a student receives a dipolma after graduation by completing graduation requirements. 2007-2008 BSSD will increase their graduation rate to 85% for the 2007-2008 school year. A shadowing program will be implemented to increase career interest and awareness. 2008-2009 BSSD will increase their graduation rate to 90% for the 2008-2009 school year. Graduation rates will continue to be monitored in order to determine the effectiveness of local efforts to increase these percentages.

Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	Not applicable	0

Incarcerated Students Oversight

Bermudian Springs School District offers a free and appropriate public education for all students, even those who are incarcerated and receive special education services. The BSSD maintains a key contact person who is identified to the contact persons at prisons that may house students who are of school age. Contact with prisons is maintained and students needing services are tracked through Penn Data and the Lincoln Intermediate Unit #12 who provides educational services to these students in our local prisons. Currently BSSD has two students who are incarcerated that are being tracked for completion of their high school education. One student is projected to graduate at the end of the year.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	Not applicable	0

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
Baseline Data	Direct reading instruction (Corrective Reading) will be provided to learning support students in grades six-ten in order to increase basic reading skills. The SuccessMaker Computer Software Program will be utilized to provide additional remedial opportunities for students needing specific reading skill reinforcement. Progress monitoring using the Read Naturally Program will be maintained to provided on-going analysis to individual students regarding their reading fluency levels. The Reading Mastery Program will be implemented at the elementary (primary) level to provide direct instruction to students who are acquiring pre-reading and basic reading skills.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006 - Corrective Reading	Consultant training	New Staff, Instructional Staff	On-site Training with Guided Practice	2006-2007 Direct reading instruction (Corrective Reading) will be provided to learning support students in grades six-ten in order to increase basic reading skills by one grade level per year as measured by the Woodcock Johnson III, broad reading scores. Students will also participate in progress monitoring or their reading fluency rates (WCPM) using the partner reading fluency checks, utilized in the program. Students will be expected to gain 2 words per minute per week to reach their individual target goals. 2007-2008. Direct reading instruction will continue with the Corrective Reading Program and students will be projected to increase their basic reading skills by one grade level per year as measured by the Woodcock Johnson III, broad reading scores. Students will also participate in progress monitoring or their reading fluency rates (WCPM) using the

				<p>partner reading fluency checks, utilized in the program. Students will be expected to gain 2 words per minute per week to reach their individual target goals. 2008- 2009 During the third year of the Corrective Reading Program the program will be implemented at lower grade levels and student reading skills will be expected to increase by one grade level per year as measured by the Woodcock Johnson III, broad reading scores. Students will also participate in progress monitoring or their reading fluency rates (WCPM) using the partner reading fluency checks, utilized in the program. Students will be expected to gain 2 words per minute per week to reach their individual target goals. Program evaluations will be done to look at the effectiveness of the Corrective Reading Program as measured by the data collected over the three years.</p>
<p>May 2006- SuccessMaker Training</p>	<p>Consultant training</p>	<p>Paraprofessional, Instructional Staff</p>	<p>On-site Training with Guided Practice</p>	<p>2006-2007 Teachers will be able to input data, run reports and monitor reading instruction using the SuccessMaker program to remediate specific reading skills. Teachers will be able to utilize the Success Maker Computer Software Program in order to access individualized lessons for students at their ability level in reading content strand skill areas that need to</p>

				<p>be improved. 2007-2008 Teachers will be able to input data, run reports and monitor reading instruction using the SuccessMaker program to remediate specific reading skills. Teachers will be able to utilize the Success Maker Computer Software Program in order to access individualized lessons for students at their ability level in reading content strand skill areas that need to be improved. 2008-2009 Teachers will be able to input data, run reports and monitor reading instruction using the SuccessMaker program to remediate specific reading skills. Teachers will be able to utilize the Success Maker Computer Software Program in order to access individualized lessons for students at their ability level in reading content strand skill areas that need to be improved.</p>
<p>Beginning in September of 2006-2007, 2007-2008, 2008-2009.</p>	<p>Consultant Training</p>	<p>Instructional Staff</p>	<p>On-site Training with Guided Practice</p>	<p>Implementation of the Reading Mastery Program will begin during the 2006-2007 school year to provide direct instruction to the learning support students in the learning support program. 2007-2008 Further implementation of the program will continue during this school year. Additional training will be scheduled as needed to adjust the program. 2008-2009 Full implementation of the program will be</p>

				achieved at all grade levels 1-4 and data will be collected on the effectiveness of the program by examination of individual student PSSA scores.
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Topic	MATH: Students with disabilities will demonstrate increased educational results in Math as outlined in the Pennsylvania academic standards and anchors.
Baseline Data	Teachers will examine student test data in order to identify basic math computation and application skills that need to be increased to make annual yearly progress. Students will be given an individually administered achievement test (WJIII) to indicate an anticipated growth of six months in basic math skills. Pre and post test results will be examined for growth.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Successmaker Math Training	Consultant	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Teachers will be able to utilize the SuccessMaker Program to increase basic math skills in weak areas as indicated by test results and the on-going reports generated from the SuccessMaker software.

Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.			
Baseline Data	BSSD provides annual training - in house training for teachers who will utilize assistive technology with students during the school year. Teachers receive instruction on hearing devices, personalized computers, evacuation equipment, wheelchair use, etc. as needed when student are assigned to their classrooms.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
No specific training dates set (usually done at the beginning of the school year 2006-2009.	Contracted therapists, support personnel	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	2006-2007 Teachers will be provided with the training they need to use assistive technology devices. As a result of this training student IEP progress will be shown, indicating that all students with assistive technology needs will have the appropriately trained staff in order to access and participate in the general curriculum. 2007-2008 Teachers will be provided with the training they need to use assistive technology devices. As a result of this training student IEP progress will be shown, indicating that all students with assistive technology needs will have the appropriately trained staff in order to access and participate in the general curriculum. 2008-2009 Teachers will be provided with the training they need to use assistive technology devices. As a result of this training student IEP progress will be shown, indicating that all students with assistive technology needs will have the appropriately trained staff in order to access and participate

				in the general curriculum.
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Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	No professional staff development is planned for this disability category.			

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
	IU Staff			

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	No professional staff development is planned for this disability category.			

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	BSSD has a number of orthopedically impaired students who need major accommodations to their school environment, and schedule to accommodate their needs. Training to staff that encounters these students is conducted every year when the students transition to another grade level.			

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Mobility Orientation - Beginning of the year (August 29, 2006-2009)	Contracted Therapists	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Students will be provided with a barrier free environment that allows them to access their school environment and participate with their non-disabled peers.
CPR Training - Fall of new school year 2006-2009	District Personnel and Adult Education	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	CPR training is provided to all personal care aides and certifications kept active by offering CPR training annually for new employees and staff that needs to be recertified.

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others
Baseline Data	BSSD has not identified any need for professional development because of discipline referrals or specific student related issues. BSSD does provide ongoing training to new teachers, special and regular education, to promote effective teaching practices to encourage good behavior management in the classroom. Specific training in Effective Behavioral Support, sponsored by LIU#12 will be attended by building teams. Suspension and expulsion rates are monitored monthly to identify specific student concerns.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2006 School Wide Effective Behavioral Support	IU Staff	Instructional Staff, Administrative Staff	On-site Training with Guided Practice	2006-2007 Training will be conducted. Behavioral support plans will be written to accommodate the needs of students who demonstrate behavioral concerns and implemented by the grade level team as needed. 2007-2008 The number of behavioral concerns, suspensions and expulsions will be monitored to adjust behavioral plans of specific students that are not showing improvements in behavior. 2008-2009 Continued monitoring and adjustments of the individual plans will be monitored.
Cooperative Discipline	Administrative Staff	New Staff	On-site Training with Guided Practice	2006-2007 Teachers (new staff) will implement the effective teaching strategies and behavior management guidelines to increase their skills as new teachers. 2007-2008 Teachers (new staff) will implement the effective teaching strategies and behavior management guidelines to increase their skills as new teachers. 2008-2009 Teachers (new staff) will implement the effective teaching

				strategies and behavior management guidelines to increase their skills as new teachers.
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Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living.
Baseline Data	Transition: Bermudian Springs School District plans to increase student awareness of career opportunities, making a stronger work to school connection. Time will be allocated during the 2006-2007 to plan a shadowing program. The program components, connections in the community and the resources needed to implement the program will be planned with school and local agencies. Scheduling, paperwork and transportation will be discussed and planned for implementation in the 2007-2008 school year. Student involvement, program outcomes, and survey to rate program effectiveness will be examined and the program adjusted accordingly during the 2008-2009 school year.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Transition-Shadowing Program Development	PATTAN Staff, Outside agencies and employers	Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Program Development	Graduation results will be monitored for improvement with expected outcomes for graduation to reach 90% by 2008-2009 school year.

Ensuring FAPE

BSSD is not having difficulty ensuring FAPE to students for a specific disability category. Mental health services are hard for parents to access at times because of staff availability and providers. CASSP has provided a forum to discuss agency participation and coordination of services in complex cases. The district has participated in CASSP meetings for students in several different disability categories.

Hard-to-Place Students

At this time we have no students who are without an appropriate educational placement. When students present needs that are difficult to address with local options, BSSD explores those options and available resources to find an appropriate placement for the student. MHMR, Probation, the LIU#12, Wrap Around Providers, and Children and Youth are all contacted to participate in meetings in order to connect families with the needed services. CASSP is involved if agency services are needed and services are difficult to arrange.

Collaboration in Providing Services

The collaboration between the school district and juvenile probation is excellent, as BSSD has a probation officer assigned to the high school. A social worker who is an active member of our SAP team also provides in school services to students. Children and Youth provide very little information on the on-going status of students who are reported. CYA does attend some program meetings for students who have case managers. They provide no supports in the school to assist in educational programming. MHMR responds to referrals made by the school district but the documentation and paperwork and additional hurdles to securing services, enforced by managed care, impacts the time it takes to receive services and the quality of services that are provided to the student. OVR has improved the quality of their response in our school district a great degree, as a result of our local transition council.

The Adams County Transition Council has increased the collaboration and involvement of agencies that supply the transition services to students who are working towards outcomes including post secondary education, independent living, and employment. Several contacts have been established that will make services easy to access and provide additional services to students once they graduate. Those include:

*OVR	*Pennsylvania State University
*MHMR	*York Technical Institute
*Juvenile Probation	*AHEAD
*Children and Youth	*Bell Association MR Transitional Services
*Wrap Around Providers	*Center for Independent Living
*CASSP	*Arc (Penn Employment)
*Foster Care Agencies	* Parent Education Network
*Medical Assistance	* Social Security Administration

Improving Program Capacity

The Bermudian Springs School District promotes and develops the contacts established with agencies that serve students with disabilities in our local area. We participate in interagency forums to improve levels of service and promote a level of understanding of these services and what they provide. (i.e. Building Bridges steering committee with Children and Youth, Advisory Council sponsored by the LIU#12, CASSP Advisory Council, Adams County Transition Council, etc.) CASSP meetings are scheduled as needed to facilitate and secure placements if needed. The Lincoln Intermediate Unit #12 has assisted in developing guidelines for the use of wrap around service providers in local school districts. BSSD holds several transition planning days and activities to connect students and parents with these agencies and make them aware of the services available to them.

Coordination of Available Funds/Resources Usage

Recent proposed changes in the medical assistance funding for the Access Program will severely impact the district's ability to collect Access funds for school related services in the future. Many parents who carry the coverage will no longer continue to participate if they have to pay a monthly co-pay. Currently the district mails an annual Access information letter to parents to make them aware of the program. We send the application with detailed directions for parents who are considering applying for the coverage. When the child is eligible BSSD maintains a file with the parents approval letter for billing, the current IEP, and generates the paperwork for reimbursement of Access Funds. These files are maintained for three district students that BSSD bills for. Occasionally parents will not allow us to bill for services and this greatly impacts our level of anticipated funds from Access. The local intermediate unit (LIU#12) bills for students who attend their programs and contracted classes.

Number of Students Billed to ACCESS

The district bills for three students who have access eligibility and receive services that are covered. The LIU #12 bills for 19 students who receive related services.

Ensuring Maximum Integration

Bermudian Springs School District maintains a pre-referral procedure (Instructional Support) that identifies and screens students who are at risk academically or behaviorally. A team approach is utilized to identify the local resources and services that are available to students in regular education that may help them to be more successful. Title 1, ESL services, tutoring, summer programs, are implemented based on student need. Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Local options for supplemental supports are always exhausted before students are referred for multidisciplinary evaluation and special education services are considered. Agencies are also utilized to supply necessary supports for students, including mental health services, wrap around services, and counseling services. When a referral for a multidisciplinary evaluation is made, the information collected during the pre-referral process is used to identify the needed supports if special education services are recommended. To the maximum extent

possible BSSD includes student identified with a disability with non-disabled peers. Supportive instruction, where the learning support teacher provides additional adaptations and modifications and instruction to the regular curriculum for students with disabilities is always considered as the first option. Interventions are implemented and instructional time in special education is adjusted based on the success a student experiences with the services that are implemented. Progress monitoring data and direct instruction has been particularly useful to make placement decisions and monitor the academic gains students have made when considering a change in placement. Utilizing the same curriculum and assessments as regular education makes integration and movement between special education and regular education easier. Students with disabilities are considered for more restrictive programs when they fail to make successful academic and behavioral gains needed to make to progress through the general curriculum with special education supports and services in place.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
None	Approved Private Schools	Not applicable	0
Gateway	Other	Licensed Private School Gateway - Alternative Education	1
New Oxford Training Center	Other	Life Skills Support - Operated by LIU#12	1
Conewago Valley School District, Gettysburg Area School District, Hanover Area School District	Neighboring School Districts	Life Skills Support - Operated by LIU#12	10
Conewago Valley School District	Neighboring School Districts	Deaf or Hearing Support - Operated by LIU#12	2
Paradise School	Other	Alternative Education at Paradise School - run by Catholic Charities	2
Littlestown School District, Hanover Area School District, York County Vo Tech,	Neighboring School Districts	Emotional Support in neighboring school districts - operated by the LIU#12	12
Upper Adams School District, Spring Grove School District	Neighboring School Districts	Autistic Support - Operated by Lincoln Intermediate Unit #12	2
Southwestern School District, Conewago Valley School District, Gettysburg School District	Neighboring School Districts	Learning Support for Traumatic Brain Injured and Neurologically Impaired Students	5
Gettysburg Manito	Other	Manito - Alternative Education Day School	1
Cove Forge Behavioral Health Systems	Other	DPW licensed residential treatment program for Mental Health -Mental Retardation	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
42.49%	38.86%	14.51%	4.14%	<p>SE Outside Reg. Cl. <21% - This percentage falls within an appropriate range and the state range reported by PDE for students with disabilities. SE Outside Reg. Cl. 21-60% - this range although appropriate in comparison to the PDE % is suspected to decrease slightly with a change in education programing for reading instruction at the secondary level. SE Outside Reg. Class. >60% falls within the appropriate percentage as compared to the PDE state % for students with disabilities. No plans are anticipated to change this in the future. SE students in other settings is lower than the PDE % and although recent move ins will increase this percentage somewhat for the coming school year, it appears to be appropriate for our district demograhics and make-up.</p>	<p>During the 2006-2007 school year, direct reading instruction (Corrective Reading) will be offered as a regular education course selection that is open to students regular and special education alike, who need remediation for below grade level reading skills. Course offerings will be available to ninth and tenth grade students at the BSHS. 2007-2008 Corrective reading will continue to be offered as a regular education course to improve accesss to the general curriculum. 2008-2009 Corrective Reading will be maintained as done in prvious years and data will be collected to look at program effectiveness.</p>

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Bermudian Springs HS	S	GE	R	LS	15	18	18	1.00
-	SD	Bermudian Springs High School	S	GE	R	LS	15	18	18	1.00
N	SD	Bermudian Springs School District	S	GE	R	LS	14	16	15	1.00
-	SD	Bermudian Springs Middle School	M	GE	R	LS	10	13	15	1.00
-	SD	Bermudian Springs Middle School	M	GE	R	LS	11	14	15	1.00
-	SD	Bermudian Springs Middle School	M	GE	R	LS	13	16	13	1.00
-	SD	Bermudian Springs Middle School	M	GE	R	LS	12	15	8	1.00
-	SD	Bermudian Springs Elementary School	E	GE	R	LS	5	7	10	1.00
-	SD	Bermudian Springs Elementary School	E	GE	R	LS	8	10	8	1.00
-	SD	Bermudian Springs Elementary School	E	GE	R	LS	8	10	8	.50
-	IU	Bermudian Springs Elementary, Middle, and High School	E	GE	I	SLS	5	18	56	.69
-	IU	Bermudian Springs Elementary, Middle, and High School	E	GE	I	DHIS	5	18	0	.00
-	IU	Bermudian Springs Elementary, Middle, and High School	E	GE	I	BVIS	5	18	5	.02
-	IU	Bermudian Springs Elementary School	E	GE	PT	ES	7	10	11	1.00
-	IU	Bermudian Springs Middle School	M	GE	PT	AS	11	14	7	1.00
-	IU	Bermudian Springs High School	S	GE	PT	ES	15	18	12	1.00

Justification:

These are itinerant teachers who serve students in all three school buildings, elementary, middle and high school.

Support Staff (District)

School District: Bermudian Springs SD

ID	OPR	Title	Location	FTE
-	SD	Personal Care Aide	High School	0.50
-	SD	Personal Care Aide	High School	0.50
-	SD	Personal Care Aide	High School	0.50
-	SD	Personal Care Aide	Middle School	1.00
-	SD	Personal Care Aide	Middle School	1.00
-	SD	Personal Care Aide	Elementary School	1.00
-	SD	Instructional Support Teacher	Elementary School	1.00
-	IU	School Psychologist	District - All buildings	0.67
-	IU	Work Experience	High School	0.16
-	SD	Supervisor of Special Education	District - All buildings	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	LIU #12	Occupational Therapy	30 Minutes
-	LIU#12	Physical Therapy	1 Hours
-	LIU #12	Speech and Language	4 Days
-	LIU #12	Vision Services	30 Minutes
-	LIU #12	Art	30 Minutes
-	LIU#12	Music	30 Minutes
-	LIU #12	Physical Education	30 Minutes
-	LIU #12	Audiologist	Minutes
-	LIU #12	Assistant (PDD)	5 Days
-	LIU #12	Assistant (PDD)	5 Days
-	LIU #12	Assistant ES -HS)	5 Days
-	LIU #12	Assistant (ES - Elem)	5 Days