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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Special Education Report**  
**Wednesday, May 26, 2010**  
**(Last Approved: Monday, July 27, 2009)**

**Entity:** Bermudian Springs SD  
**Address:** 7335 Carlisle Pike  
York Springs, PA 17372

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Bermudian Springs SD	Lincoln IU 12	Dr. Paul Healey	3	2034	181

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Karen Jackson	Special Education Supervisor	717-528-4113	717-528-7981	kjackson@bermudian.org

## Special Education Plan Team Members

There are currently no participants selected for this plan report.

## Program Evaluation (P.L. 105-17, §612(2) and §613(a))

### 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 provided to students over 14 years of age help provide a strong connection between post-secondary education and future career opportunities. Career fairs, job shadowing, vocational assessments and interest inventories help promote active and meaningful participation in course work at the high school and at the postsecondary level after graduation from high school. Agency involvement to facilitate employment and independent living is available to students who need assistance to secure these services.

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.

### Identifying Students with Learning Disabilities

Bermudian Springs School District (BSSD) recognizes that Federal Regulations now support more than one model for the identification of students with Specific Learning Disabilities. BSSD will continue to utilize the Discrepancy Model as the method that it utilizes to identify students with

specific learning disabilities for the duration of this Special Education Plan. While BSSD is committed to developing a framework for making instructional decisions based on data, in order to remediate or accelerate learning for students, the current Discrepancy Model that is being utilized has been effective in identifying students in proportionally appropriate percentages in all disability categories.

Many of the core characteristics of the Response to Intervention Model are present and operational in Bermudian Springs School District and support the goal of increasing achievement for all students. Currently Bermudian Springs maintains a Standards Aligned Curriculum that supports instruction in the classroom. All students receive high quality research-based instruction in the general curriculum. The general curriculum is supported, and reflected in the delivery of instruction whenever it is modified in order to address the specific needs of special education students whether that instruction occurs in the regular or special education classroom.

In addition to a standards based curriculum, Bermudian Springs School District utilizes universal screening measures to assess students. Data-based decision making occurs in all grade levels where student progress is measured in relation to grade level benchmarks and assessments. Bermudian Springs systematically looks at student data and student progress toward grade level benchmarks by using "Data Days". These professional days are set aside in the district calendar for teachers to analyze the progress that their students are making toward grade level benchmarks based on assessment data.

During this special education plan Bermudian Springs School District will continue to develop a school wide tiered-intervention system for use with students to provide an increasingly intensive hierarchy of interventions to be used with students who are demonstrating the need for enrichment or remediation. While the faculty and staff at Bermudian Springs School District hold high expectations for student learning and behavior, they recognize that continuous school improvement equates to quality instruction. In order to maintain effective instructional practice and increase student learning, BSSD will participate in the Learning Focused Schools initiative to support increased time and opportunity to learn, promote progress monitoring, differentiated instruction, re-alignment of resources to address intervention strategies, and reallocate district resources.

## **Enrollment Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

## **24 P.S., §1306 and §1306.2 Placements**

### **Facilities for Nonresident Students**

**Facility Name Provider of Educational Services # of Students Receiving Svcs as of Dec 1**

None Not applicable 0

## **Incarcerated Students Oversight**

Bermudian Springs School District (BSSD) offers a free and appropriate public education for all students, including those who are incarcerated and receive special education services. The BSSD maintains a key contact person who facilitates communication between the prison and school district. Communication with prisons regarding educational issues is maintained and students needing special education 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 3 students who are regular education students and incarcerated.

## **Facilities for Incarcerated Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Srvc's as of Dec 1</b>
None	Not applicable	0

## **Least Restrictive Environment 34 CFR §300.551**

### **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, English as Second Language (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 students identified with a disability with non-disabled peers. Supported 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 in the regular curriculum, when supplementary services 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 a standards based curriculum and state and local assessments makes integration and movement between special education and regular education. 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.

Building	Number of Students	<20%	Percent of	21-60%	Percent of	>60%	Pe
		# Students	District Total	# Students	District Total	# Students	Di
Elementary	23	16	9%	7	4%	0	0%
Middle School	46	13	7%	33	19%	0	0%
High School	58	38	22%	20	11%	0	0%
LIU#12	36	5	3%	7	4%	24	14%
Out of District	13	2	1%	0	0%	11	6%
Total # Students	176	74	42%	67	38%	35	20%

## Supplementary Aids and Services

Service/Resource	Description
Adams County Mental Health and Mental Retardation Programs (MHMR)	MHMR - is a County Government Agency that is responsible to provide certain services to students who are eligible county residents with a mental health or mental retardation diagnosis. These services are voluntary and can provide additional supports to families in our community.
Lincoln Intermediate Unit	The Lincoln Intermediate Unit #12- acts as a partner with Bermudian Springs School District to provide staff development, curriculum consultation, special education services, and access to a network of resources to maintain and improve the quality of our educational programs.
Office of Vocational Rehabilitation (OVR)	OVR - is a state agency that helps persons with disabilities help themselves to prepare for, start and maintain a career. They work with BSSD as a partner in preparing and implementing transition plans for our graduating students with disabilities as they enter the world of post-secondary education and employment.
Parent Education Network (PEN)	PEN is a coalition of parents and professionals providing technical assistance, on-site training workshops, and literature regarding early intervention, special education and transition. PEN representatives provide parent training opportunities for parents of students who receive special education services annually for BSSD.
PaTTAN	PaTTAN - is an initiative sponsored by the Pennsylvania Department of Education in partnership with families and local educational agencies (LEAs) to support educational programs and services to improve student learning and achievement. PaTTAN provides BSSD with resources and training for special education teachers and administrators.
Special Education and Related Services	<p>The BSSD conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services.</p> <p>In compliance with state and federal law, the BSSD will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.</p>

## LRE Data Analysis

## Personnel Development Activities

### Topic: Co-Teaching Team Meetings

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2009 December 2009 March 2010	Grade level meeting with regular and special education staff	Parent, New Staff, Instructional Staff, Administrative Staff	Study Groups, On pre-arranged schedule	Agenda Sheets from Meetings
Individual IEP Meetings (LRE discussions) Spring 2010	Special Education Teachers	Instructional Staff, Administrative Staff	Work Group	Completion of LRE section of Individualized Education Programs (IEPs) for individual students to project educational placements for coming school year.
Co-Teaching Spring 2010	PATTAN Staff, IU Staff, BSSD staff (regular and special education)	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods	Professional Development Agenda
Work Session on Penn Data and PIMS reporting June 2009	Support Staff and Administration	Administrative Staff	Work Session	Meeting notes - cross checking to verify accuracy of Penn-Data and PIMS reporting

### Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Northwest Human Services (NHS)	Other	Licensed Private School Autistic Support	3
In the Home	Instruction in the Home	Multiple Disability 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	11
Conewago Valley School District	Neighboring	Deaf or Hearing Support -	2

	School Districts	Operated by LIU#12	
Paradise School	Neighboring School Districts	Partial Hospitalization Program - run by Catholic Charities	3
Upper Adams Middle School, Gettysburg Senior High, Hanover Senior High, Lincoln Elementary, Maple Avenue Middle, New Oxford Senior High	Neighboring School Districts	Emotional Support in neighboring school districts - operated by the LIU#12	15
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, Bretheran Home	Neighboring School Districts	Learning Support for Traumatic Brain Injured and Neurologically Impaired Students	6
River Rock	Other	River Rock - Alternative Education Day School	2
Cove Forge Behavioral Health Systems	Other	DPW licensed residential treatment program for Mental Health -Mental Retardation	1
Devereux	Other	Residential Treatment Program Emotional Support	1
Adams County Learning Center	Other	Emotional Support Alternative Education Program	1
Conewago Valley School District	Neighboring School Districts	Multiple Disability Support - Operated by LIU#12	1

## Personnel Development for Improved Student Results

### Personnel Development - PA NCLB Goal #1

#### Reflections

- **PSSA Data**

**Strength Last Modified:**

The BSSD continues to meet the AYP targets in all categories as prescribed under the NCLB Act of 2001.

#### Base Line Data

The data set populating this reports indicates that our special education population made AYP under the safe harbor provision for the 2007-2008 school year. Our data indicates a 29.7%

proficiency rate and an increase of 7.7% for our students over time in this proficiency area. While we anticipate that changes in our reading program including, increased co-teaching opportunities, Learning Focused Schools training, and additional materials will impact the number of students scoring proficient on the PSSA, our expectations must be reasonable for students who demonstrate severe learning disabilities and mental retardation. BSSD projects a 7% increase of students who will score at the proficient level, at the middle school for each year of this special education plan.

## Personnel Development Activities

### Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Read 180 Training Fall of 2009 (October 20, 2009) Fall of 2010 (On-going training second year) Fall of 2011 (Refresher training - select staff)	Consultant for Reading Series	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	7% increase in proficiency rate as indicated by PSSA data in middle school grades 5-8.
Learning Focused Schools Training Day 1 and Day 2 Training Summer 2009 Fall 2009 Summer 2010 Fall 2010 Summer 2011 Fall 2011	Trained District Trainer	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Connection between Improved Instructional Delivery and Improvement in Student Data to be analyzed: Required lesson plan format (EATS) Student Learning Map Focused Observation of summarizing techniques
Catching Kids Up and Scaffolding Summer 2009 Fall 2009 Summer 2010 Fall 2010	Trained District Trainer	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Annual PSSA data will be scrutinized for increases in student achievement in all grades. Local benchmark data will be analyzed as well for predictions

Summer 2011 Fall 2011				in student achievement.
Vocabulary Instruction Summer 2009 Fall 2009 Summer 2010 Fall 2010 Summer 2011 Fall 2011	Trained District Trainer	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Annual PSSA data will be scrutinized for increases in student achievement in all grades. Local benchmark data will be analyzed as well for predicitions in student achievement.

**Topic: Math**  
**Effective Implementation of Guided Math Groups in Conjunction with the Everyday Math Series**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Effective Implementation of Guided Math Groups in Conjunction with the Everyday Math Series Summer 2009 Summer 2010 Summer 2011	District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods	Increase in student achievement in on-going math assessments given at the end of EveryDay Math units.

**Qualified Staff**

**Reflections**

There are currently no reflections selected for this section.

**Base Line Data**

Parents have expressed the feeling that their children are welcomed in our school and that the Bermudian Springs School District is meeting the academic needs of their children. The school climate survey also reveals that parents feel that their children are safe at school and that they are well informed about their children and their progress. Bermudian Springs has initiated Town Hall Meetings and a School Services Evening to reach out further to the entire community to improve communication regarding it programs and services.

Student respect and appropriate student to student interactions are promoted through our guidance groups, the Promoting Alternate Thinking Strategies (PATHS) program, positive behavior support and teacher modeling of appropriate respectful behavior in the classroom.

## Personnel Development Activities

**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.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Autism - on-going throughout the year as trainings are scheduled and consultants are needed in the future Fall 2009 Fall 2010 Fall 2011	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Percentage of students with autism and Autism Spectrum Disorder maintained in regular education (least restrictive environment) when referred to child study teams.

**Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Mobility Orientation - Beginning of the year (August 29, 2009-2012) Fall 2009 Fall 2010 Fall 2011	IU Staff, Contracted Therapists	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	2009-2012- 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 - Throughout the school year as new staff are added or	IU Staff, 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

certifications  
 need to be  
 renewed  
 2009-2012  
 Summer  
 2009  
 Summer  
 2010  
 Summer  
 2011

CPR training  
 annually for new  
 employees and  
 staff that needs to  
 be recertified.

2009-2010 -  
 certification in  
 CPR maintained  
 2010-2011 -  
 certification in  
 CPR maintained  
 2011-2012 -  
 certification in  
 CPR maintained

Annual In-  
 service for  
 Para-  
 Educators  
 Fall 2009  
 Fall 2010  
 Fall 2011

Personal  
 Care Aides

New Staff,  
 Paraprofessional

On-site Training with  
 Guided Practice

Requirements for  
 highly qualified  
 status will be  
 reviewed along  
 with progress  
 toward the  
 Competency  
 Assessment  
 Checklist and  
 Paraeducator  
 Training Log

2009-2010 - 100%  
 participation of all  
 PCAs and 20  
 hours continuing  
 education hours  
 2010-2011 - 100%  
 participation of all  
 PCAs and 20  
 hours continuing  
 education hours  
 2011-2012 - 100%  
 participation of all  
 PCAs and 20  
 hours continuing  
 education hours

## Transition/Post School Outcomes

### Reflections

- **PSSA Data**

**Strength Last Modified:**

The BSSD continues to meet the AYP targets in all categories as prescribed under the NCLB Act of 2001.

**Concern Last Modified: 8/5/2009**

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We need to continue to especially monitor our reading gains at the fifth grade level. A new reading series was implemented in the past years and we are hoping to see some achievement benefits associated to this new series in the next few years to come. During the 2007-2008 school the 5th grade teams were re-organized into heterogenous groups. In addition, Study Island is utilized for our 5th grade students.

**Identified High Priority Cause:**

We felt that we were not able to meet the needs of our students in a homogenous setting. In addition, the research is very clear that homogenous grouping is not the best situation for students. We have also been studying the Grade 5 PSSA results for our district and across the state. This subject area and grade level have the lowest scores of any group. We do feel that there is some issue with the current Grade 5 PSSA exam. For example, we will have a 4th grade class in which 75% of the students are proficient/advanced. Once they take the exam in Grade 5, the proficient/advanced level drops to 54%. However, the same group of students who move to Grade 6 will then score in the low 70's.

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**Concern Last Modified: 8/5/2009**

We will need to continue to monitor the results of our subgroups (economically disadvantaged, IEP, and Hispanic) and provide programming options where warranted. We purchased the 3rd edition of Everyday Math for grades K-6. The series is much improved and addresses some of our noted weaknesses. We have developed math checklists for the elementary grades that provide parents feedback on the performance of their student and correlate to the state standards. In addition, we continually review our 4Sight data.

**Identified High Priority Cause:**

We need to continue to understand the background knowledge of our students. In turn, we need to match our instructional practices with the needs of our students.

**Strength Last Modified: 5/29/2009**

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Current PSSA data from the 2007-2008 school year indicates that Bermudian Springs has made adequate yearly progress in reading for our special education sub-group. BSSD will continue to improve our reading program by making sure the key components of reading fluency, comprehension, and decoding provide a balanced approach to reading instruction. On-going training in these components have been planned for the future years of this special education plan. Students are participating in local benchmark assessments to provide exposure to grade level assessments and to collect data and predict their future achievement levels on the PSSA. Purchasing and implementing a new research-based reading program with federal stimulus funds may provide yet another avenue to provide teachers and students with instructional materials needed to boost achievement.

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**Concern Last Modified: 5/29/2009**

While BSSD continues to monitor the reading achievement of our students through progress monitoring, standardized achievement tests, benchmark assessments, and PSSA data, student gains in the special education sub-groups are sometimes lower than anticipated or expected. While intellectual ability has an impact on the performance of our mentally retarded students, who demonstrate a slower growth potential, it is uncertain whether the efforts to change this pattern will be able to keep pace with heightened expectations for proficiency in the future.

- **Student and Staff Demographics**

**Concern Last Modified: 8/5/2009**

The BSSD has a very low minority population at about 10%. As the minority population increases, we must continue to offer needed services to our students and their families. We would also like to attract minority educators to our District as well.

**Strength Last Modified:**

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The majority of the BSSD professional staff hold a Master's Degree.

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**Strength Last Modified:**

The average years of teaching experience for the District is 14 years which is one higher the State teaching experience average.

- **Student Services**

**Strength Last Modified:**

The District has a number of organizational resources to support students in their school environment.

**Strength Last Modified: 9/8/2009**

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Student services such as extended day kindergarten, 21 Century Program, and remediation programs are all aimed at improving student achievement and assisting each child reach their full potential. We have expanded the number of students that participate in our EDK program to 45 during the past few years. In addition we have housed a Generation Diez program K-12, utilized the PATHS programs as well as a Nurturing Program.

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## **Base Line Data**

Students with disabilities will demonstrate an increased ability to successfully make the transitions to school age program, to work, and to post secondary education and or adult life.

Transition to school age programs from pre-school show a decrease in the number of students choosing to stay in pre-school for an additional year. Although this percentage varies from year to year based on the developmental and educational needs of the student the goal of BSSD is to facilitate a smooth transition between pre-school and school age programs so that students are successful during their first year in kindergarten and supplementary services are available to them on the first day of school.

Transition outcomes for student graduating from BSSD to post-secondary education and employment have been met by involving students with the Office of Vocational Rehabilitation (OVR) and employment agencies, providing work experience, job shadowing and career planning. The Post School Outcome Surveys that were just completed and sent to Patten indicate that our students who have graduated are involved in post -secondary programs or employed after graduation. The percentage of students attaining these post school outcomes is high; however because BSSD is a small school district the actual number of students graduating with disabilities may not indicate the success that the majority of our students are achieving.

## **Personnel Development Activities**

**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.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Transition-Shadowing Program Development Spring 2009 Spring 2010 Spring 2011	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.

## **Behavior Support Services**

### **Reflections**

There are currently no reflections selected for this section.

### **Summarized School District Policy**

Bermudian Springs School District maintains a School District Policy under section 218 that outlines student discipline. A required component of that policy is a board adopted "Code of Student Conduct" which is maintained in each building to govern student discipline and behavior. In conjunction with school board policy and the Code of Student Conduct, Bermudian Springs School District adopts annually the Behavior Management Procedure that is developed in accordance with the Pennsylvania State Board of Education Chapter #14 regulations regarding Positive Behavior Support. These are procedures that cover Classroom Management Strategies, Behavior Management Plan, Functional Behavior Assessments, Emergency Procedures, De-escalation Techniques and a hierarchy of interventions to be used with students who are demonstrating a pattern of inappropriate behavior.

Training opportunities for the 2009-2010 school year and future years in the district include training in Positive Behavior Support and training in conducting a Functional Behavior Assessment. Incorporating a child study team at the high school level that will be trained in these initiatives, de-escalation techniques and behavior contracting.

## **Personnel Development Activities**

### **Topic: Positive Behavioral Supports**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
School Wide Behavioral Support Training Fall 2009-2010 Fall 2010-	PATTAN Staff, IU Staff	Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods	2009-2010 Decrease in office referrals by 2% school year 2010-2011 Decrease in office referrals by 2%

2011  
Fall 2011-  
2012

school year  
2011-2012  
Decrease in office  
referrals by 2%  
school year

### Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall and Spring of 2009-2010 Fall and Spring of 2010-2011 Fall and Spring of 2011-2012	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Implementation of techniques with selected students who demonstrate behavioral problems and are identified as a student needing a Behavior Intervention Plan.

### Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2009 Spring 2010 Spring 2011	IU Staff, Mental Health Providers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, In-service Presentation	Completion of In-service evaluation results Log of number of referrals

## Interagency Collaboration (11 P.S. §875.304)

### Ensuring FAPE/Hard to Place Students

Bermudian Springs School District (BSSD) is not having difficulty ensuring FAPE for individual students or a particular disability category. The disability category that has been most challenging to ensure FAPE for an individual student is autism. BSSD uses special education procedures of reevaluation and the IEP process to establish baseline data and present levels for the student. The LRE placement decision is made based on the questions that appear in the IEP format regarding the supplementary services and supports needed. BSSD always considers regular education and the least restrictive environment for all students; however, placement decisions are based on where the student can make the most meaningful progress toward the goals that are developed.

Although our local intermediate unit has programs in public schools in neighboring school districts to serve these students, we have had to place some of our students in private schools for

autism (NHS) in order to provide the students with the intensive level of service required to meet their needs. We also place some students in alternative education settings (River Rock Academy) in day programs who have been incarcerated or need a more highly structured program than a public school can provide.

These programs are highly staffed, with highly trained educators and a very low student/teacher ratio, so they are very expensive for a small, rural school district to maintain.

## 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 High School	S	GE	I	LS	15	18	7	.47
-	SD	Bermudian Springs High School	S	GE	S	LS	15	18	8	.53
-	SD	Bermudian Springs High School	S	GE	I	LS	15	18	4	.33
-	SD	Bermudian Springs High School	S	GE	S	LS	15	18	8	.67
-	SD	Bermudian Springs High School	S	GE	I	LS	15	18	2	.17
-	SD	Bermudian Springs High School	S	GE	S	LS	15	18	10	.83
N	SD	Bermudian Springs High School	S	GE	I	LS	15	18	12	.21
N	SD	Bermudian Springs High School	S	GE	S	LS	15	18	12	.29
-	SD	Bermudian Springs Middle School	E	GE	I	LS	10	13	4	.40
-	SD	Bermudian Springs Middle School	E	GE	S	LS	10	13	6	.60
-	IU	Bermudian Springs Elementary, Middle, and High School	E	GE	I	SLS	5	18	48	1.00
-	IU	Bermudian Springs Elementary School	E	GE	S	ES	7	10	5	.63
-	IU	Bermudian Springs Middle School	M	GE	S	AS	11	14	7	1.00
-	IU	Bermudian Springs High School	S	GE	S	ES	15	18	12	.80
-	IU	Bermudian Springs High School	S	GE	I	ES	15	18	3	.20
-	IU	Bermudain Springs Elementary School	E	GE	I	ES	7	10	3	.37
-	SD	Bermudain Springs Middle School	M	GE	I	LS	10	13	3	.20
-	SD	Bermudian Springs Middle School	M	GE	S	LS	10	13	12	.80

-	SD	Bermudian Springs Middle School	M	GE	I	LS	9	12	4	.57
-	SD	Bermudian Springs Middle School	M	GE	S	LS	9	12	3	.43
-	SD	Bermudian Springs Middle School	M	GE	I	LS	8	11	2	.20
-	SD	Bermudian Springs Middle School	M	GE	S	LS	8	11	8	.80
-	SD	Bermudian Springs Elementary	E	GE	I	AS	7	10	5	.63
-	SD	Bermudian Springs Elementary	E	GE	S	AS	7	10	2	.37
-	SD	Bermudian Springs Elementary	E	GE	I	AS	6	8	5	.63
-	SD	Bermudian Springs Elementary	E	GE	S	AS	6	8	2	.37
-	SD	Bermudian Springs Elementary	E	GE	I	AS	5	7	5	1.00
-	IU	Bermudian Springs Elementary	E	GE	I	SLS	5	10	30	.57
-	IU	Bermudian Springs Middle	M	GE	I	SLS	11	14	2	.05
-	IU	Bermudian Springs High	S	GE	I	SLS	15	18	1	.02
-	IU	Bermudian Springs Middle School	M	GE	I	BVIS	11	14	1	.01
-	IU	Occupational Therapy	S	GE	I	PS	15	18	4	.04

**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	1.00
-	SD	Personal Care Aide	High School	0.50
-	SD	Personal Care Aide	High School	0.50
M	SD	Personal Care Aide	High School	1.00
M	SD	Personal Care Aide	High School	1.00
M	SD	Personal Care Aide	Middle School	1.00
-	SD	Instructional Support Teacher	Elementary School	1.00
T	SD	School Psychologist	District - All buildings	1.00
-	IU	Work Experience	High School	0.16
-	SD	Supervisor of Special Education	District - All buildings	1.00

## Contracted Support Services

<b>ID IU / Agency Title / Service</b>	<b>Amount of Time per Week</b>
- LIU#12 Physical Therapy	Hours
- 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

# **Assurance for the Operation of Special Education Services and Programs**

## **School Years: 2012 - 2015**

The Bermudian Springs SD within Lincoln IU 12 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**