

Berlin Brothersvalley SD  
**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

1025 Main St  
 Berlin, PA 15530  
 (814)267-4621  
 Superintendent: David Reeder  
 Director of Special Education: Maria Murphy

## Planning Committee

Name	Role
Maria Murphy	Administrator : Professional Education Special Education
Susan Straight	Middle School Teacher - Regular Education : Professional Education Special Education
Teresa Kociola	Middle School Teacher - Special Education : Professional Education Special Education
Robin Fochtman	Parent : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 123

### *Identification Method*

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

Berlin Brothersvalley School District continues to use the Discrepancy Model to determine if a student has a Specific Learning Disability. Students experiencing academic difficulty may be referred for identification by teachers and parents. Data and progress monitoring is conducted by classroom teachers and reviewed quarterly with the Instructional Coach. Information about student strengths and weaknesses and overall academic performance from the quarterly reviews is gathered by the building guidance counselor for review by the school psychologist. Informal screenings may be administered by school personnel to provide additional information for the school psychologist regarding academic strengths and weaknesses. The psychologist administers multiple formal evaluations to determine whether a student qualifies for services as a student with a Specific Learning Disability. This includes ability assessment and achievement assessments. Other evaluation methods included are classroom observation, review of school records, instructional assessment-including but not limited to formative assessment, DIBELS testing, Otter Creek Math, Informal Reading Inventories, Quick Phonics Screening, Exact Path Data, progress monitoring, attendance review, school nurse report, parent input, teacher input and if needed behavioral assessment and/or rating scales. The results of the evaluation are shared with parents and teachers and appropriate programming is determined.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The enrollment status for students with disabilities is not significantly different at Berlin Brothersvalley compared to the state percentages for all populations except Other Health Impaired and Speech and Language Support. Berlin Brothersvalley School District's percentage for OHI (Other

Health Impaired) students is 20.2% and the state percentage is 15.7%. Since the last Special Education Plan, the District's OHI numbers have reduced from 24%. Our parents are knowledgeable and conscientious about having their children evaluated if they see a need. They seek evaluations through their pediatrician and/or psychologists from Behavioral Support Agencies. Many times, before a student is evaluated by our school psychologist for academic reasons, parents have already accessed these resources outside of the district. Evaluations and diagnostic information from these outside providers are considered when identifying a student as needing special education services, resulting in a higher number of students identified as Other Health Impaired.

Parents also are knowledgeable of the IU8 resources for Pre-school Speech and Early Intervention services through Head Start. Students transition from Pre-school to Kindergarten with an IEP already in place to address speech and language needs. The District enrollment for Speech and Language is 21% and the State enrollment is 14.5%.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently there are no facilities or institutions within the Berlin Brothersvalley School District that would meet criteria for Section 1306 of the Pennsylvania School Code.

1. To meet its obligation under Section 1306 of the Public School Code, the following is addressed: The host district where the facility resides is responsible for the education of students within that facility. This includes students with disabilities who may be placed in the facility. The host district is responsible for providing a Free Appropriate Public Education (FAPE), through an Individual Education Program. This is in accordance with the Individuals with Disabilities Act. It is also in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15 for a "student with a handicapping condition" who has a Service Agreement.

2. The District ensures that students are receiving FAPE by following several procedures. As soon as a new student enrolls in the district, a plan is in place to quickly acquire the necessary information and paperwork related to the student's disability to ensure that the student begins to receive appropriate services, particularly if they are a child who meets the 1306 criteria. The Special Education Director and building level guidance counselors work cooperatively to collect all necessary paperwork to ensure continuation of services for students.

When not prohibited by court order, an identified IEP or 504 student with a disability, must be considered for an educational placement within the host district's public schools. While conducting the IEP, the IEP team, including the parent and host district, may consider an alternate educational placement to appropriately meet the students' needs. In this case, the host district is responsible for ensuring FAPE and that any needed special services are provided. This is consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. The IEP

team follows the IEP process for students who are eligible under Chapter 14. The host district is responsible for making decisions regarding IEP goals, specially designed instruction and educational placement. The host district is also responsible for progress monitoring and reviewing educational services for students on a continuous basis. This is to occur and at least as often as report cards are issued. Maintaining contact with the resident school district regarding the student's placement and progress is also the responsibility of the host district. Developing a Service Agreement for a "qualified handicapped student" under Chapter 15 is also the responsibility of the host district. This includes conferring and meeting with the family of the student to develop the Service Agreement. In addition to providing FAPE to eligible students, the host district is also responsible for Child Find. It is the host district's responsibility to find children thought to be eligible for special education services and/or accommodations within the host school district's jurisdiction. This also includes evaluating any student for whom an evaluation request has been made.

The resident school district is identified as that district where the parent(s) reside. It is the resident district's responsibility to meet the financial obligation to the student's education. The resident district also has the duty to work collaboratively with the host district. The resident district has a duty to cooperate with the transfer of records and plays a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the district of residence. They should keep the resident district informed of plans for educating the student and seek the advice of the resident district in making those plans with regard to the student.

3. The district has not experienced any barriers that limit its ability to meet its obligations under Section 1306 of the Public School Code. Berlin Brothersvalley School District has and will continue to meet its obligations under Section 1306.

### *Incarcerated Students Oversight*

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

The Berlin Brothersvalley School District works with the neighboring district, Somerset Area School District to work with any BBSD students who may be incarcerated. The Somerset Area School District provides services for incarcerated youth because the facility is located in their district. Both districts work collaboratively to ensure that eligible students who are incarcerated are provided FAPE. Somerset contracts with Appalachia Intermediate Unit 08 for that educational service. If a student is incarcerated outside the county, our district quickly gets the IEP and Evaluation Report (ER) to the facility to ensure FAPE is provided.

Each week, personnel at the Somerset jail provide a list of all inmates between the ages of 18 and 21 to the IU 08 teacher. Eligible inmates are provided with an Educational Services Request Form. The teacher meets with each student individually to explain the services that are available and to answer any questions the inmate may have. After records are requested from BBSD by the IU8 teacher, our school forwards those records to the teacher. Somerset Area School District and IU 08 review the special education records and complete a re-evaluation if it needs to be done before the IEP meeting. If a re-evaluation does not need to be completed, the IEP meeting is held. Our district is invited to

attend with the Director of Special Education from Somerset Area School District, acting as chairperson for the conference. All represented entities work collaboratively to provide needed services for the student. The IEP focuses on the student's future goals and developing an appropriate IEP, including a transition plan. The transition plan addresses the requirements that the student must complete so the student can earn a diploma. Also, linkages that the student can access upon release from jail are addressed. A Notice of Recommended Educational Placement is issued by Somerset Area School District upon completion of the IEP. Depending upon the IEP, a diploma is issued from either Somerset or Berlin Brothersvalley when graduation requirements are successfully completed.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. Our district continues to incorporate numerous supplementary aids and services to implement inclusion in an effort to provide the least restrictive environment for students with disabilities. Teams of teachers have attended trainings at PaTTAN and Appalachia Intermediate Unit 08 on literacy, math, inclusion practices and positive behavioral support. Building Principals have provided inservice on co-teaching and provide schedules that allow the Special Education teacher to work collaboratively with the grade level Regular Education teacher to provide support to included IEP students. These trainings have allowed our special education teachers to co-teach with their regular education co-workers in math, reading and English. The district also has one full time teacher for Autistic Support at 50% and Emotional Support at 50%. This allows for a person on site every day to meet the unique needs of these populations. It allows them to be included in the regular education setting more than 80% of the school day.

As per discussion with the Bureau of Special Education, the school district will make plans for the future for our low incidence students. To meet FAPE and LRE requirements, an MDS/LSS class will be created in the Middle/High school wing of the building complex. This will ensure a continuum of services for district students who are low incidence.

2. The District's Instructional Coach works with teachers on strategies learned from Instructors from

the National Institute of School Leadership and IU8 that have come to the district. They are working collaboratively with our regular and special education teachers on implementing the various educational strategies through LTRs training and comprehensive data analysis. Trainers from IU8 are working with the staff on PLN (Pennsylvania Literacy Network) and a multitude of strategies to improve literacy. Special Education and Regular Education teachers are implementing common core strategies that focus on peer collaboration, think-pair-share strategy, close reading strategies and graphic organizers. Guided Reading is conducted in Elementary grades. In content area classes, teachers use Reading Guides to assist with text comprehension. The Collins I, II and III writing program has been implemented district wide by Regular and Special Education teachers. To analyze student growth, 3rd/ 4th grade regular and special education teachers are using Classroom Diagnostic Tests (CDT) in literacy and math. The Study Island diagnostic test is also administered in reading and math for grades 3-8. We have used data collected through the PSSA's, DIBELS, individual assessments and progress monitoring to determine appropriate levels of support for students and to ensure that students with disabilities are educated with their non-disabled peers. Special and Regular Education teachers in grades K-4 use Quick Phonics Screening (QPS) and spelling inventory results to analyze growth and diagnose problem areas for students. CDT's are also used for High School students in the Keystone courses of Algebra, Biology and Literature/Composition.

A majority of our Special Education teachers have cross certifications in Regular Education, Math, and English. These cross certifications allow the district to provide better inclusionary practices and support to keep students in the regular education setting to the maximum extent possible. We continue to implement a period each day in the middle and high schools for extra support in the core curriculum areas. Students are assigned to the learning support teacher to receive assistance with inclusion classes. This time is also available for the students to seek assistance from the regular education teacher when required. Because our special education teachers have multiple certifications, they also teach regular education classes in middle school English, math, science and reading. When students view special education teachers as "regular" teachers, this helps our inclusion model and continues to alleviate the stigma that can be attached to having an IEP. The computer based internet program, Study Island, is a tool that continues to be available to students that addresses the state standards and enables students to work at their ability levels within a regular classroom setting. The Mac computers used by students allow them to highlight printed text on the computer and literally, with the press of a button, listen to the highlighted material.

The Program, "Science: It's Elementary" was previously implemented in grade K-4 with students to participate in hands-on science activities that allow for cooperative learning and successful inclusion in science. Now the District has been creating its own kits in the elementary school and has expanded the program to the middle school for grades 5-8 classes. With varying levels of accommodations and modifications, Learning Support and Life Skills students are included in science, actively participating in group lab projects.

Supplementary aids and services provided to students with IEPs include any number of the following types of supports to assist them in the regular education classroom: Specialized instruction, reteaching of difficult concepts, computer assisted instruction, assistive technology-with iPods and/or iPads, preferential seating, standing near student to assist with attention to task,

verbal prompting to stay on task, positive verbal reinforcement, modified tests include: reduced multiple choice, word banks, sentence starters, highlighting, copies of notes provided with blanks so the student can complete the study guide while the teacher is presenting the notes, study guides, district provided agenda to assist with organization, inclusion support-the special education teacher and/or paraprofessional supports students included in the regular classroom, social stories and visual schedules-for students on the Autism spectrum, and positive behavior support plans-for those whose behavior impedes their learning or the learning of their classmates, and adapted rubrics for writing and graduation projects when need dictates.

As a District we endeavor to keep up with the latest training opportunities and programs that provide diagnostic and prescriptive interventions for students in an inclusionary, least restrictive environment. Recently, Regular Education and Special Education teachers have been trained in the Exact Path training through Edmentum. It is a diagnostic assessment in Reading, Language Arts, & Math. It is adaptive and will give students questions based on their answers (correct, moves ahead; incorrect, moves back), and will then show skills mastered and at what grade levels. It will program the skills at the instructional levels in an individual pathway for each student. A common progression will be a tutorial and a quiz, another tutorial, quiz, etc. There may be one tutorial or up to four per skill and then an overall progress check. The students earn trophies when they pass the progress checks with 80% and then move on. On the students' levels, not specifically on grade level like Study Island. Reports can be printed of mastered skills and what are the instructional skills and at what level. Berlin is thinking about BOY, MOY, and EOY Diagnostic Testing. It is designed to help students work up to grade level, and can even work beyond too. It provides teachers with data to incorporate into their lesson plans when they see students struggling with specific skill areas.

3. If a student requires a private institution or an outside placement in a neighboring district, it occurs when all resources at the district level have been exhausted. At times the district has utilized placements outside of the district. These placements are necessary to meet the unique needs of the students. The IEP team convened and when necessary held an IEP meeting, CASSP (Children and Adolescents Service Supports Program) meeting, Manifestation Determination and/or Re-evaluation and Functional Behavior Assessment to determine how best to meet the students' needs. The Berlin Brothersvalley School District makes every effort to provide the least restrictive environment in the schools of the district with every student as determined by the individual's IEP.

When analyzing our district's SPP targets the percentage of students "educated inside the regular education classroom more than 80% of the school day" is 70.8%. This is more than the state average which is 62.%. We are including more students in regular education than the state average. Our other percentages are not reported as it "guards against improper statistical comparison due to small group sizes and to protect the confidentiality of those students with disabilities" in those categories of supplemental and full-time percentages. In other words, these groups are so small, that they are not recorded on the district's SPP targets. The state target is 9.3% for students inside the regular class less than 40% and 4.9% for students in other settings.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. Berlin Brothersvalley School District behavior support policy, 113.2. BEHAVIOR SUPPORT FOR SPECIAL EDUCATION, is in alignment with state standards for the safety of our students. It provides Positive Behavior Support plans for students whose behaviors impede their learning or the learning of other students. Prior to writing the behavior support plan, the IEP team gathers information on antecedents to behavior through interviewing team members, observing behavior and trying to determine patterns in behavior. This Functional Behavioral Assessment is key to providing safe and secure interventions to students whose behavior can be harmful to themselves and/or others.

2. The school district is committed to keeping staff members updated on safe de-escalation techniques. Personnel with certification in Non-Violent Crisis Intervention use the de-escalation techniques as part of the positive behavior support plan. By following behavior plans closely and employing these techniques, the team can keep behaviors from escalating. In the event where a student does escalate and will be harmful to themselves or others, a physical restraint is used. Only trained certified staff use these techniques. Trained staff include administration, teachers, personal care aides and transportation aides for specialized transportation situations.

Physical restraint is only written into an IEP and Positive Behavior Support Plan to be used as a last resort. A student with an IEP must be in danger of hurting themselves or others for it to be considered to be written into the Positive Behavior Support Plan. If a physical restraint is used to manage aggressive behavior, Berlin Brothersvalley School District follows district policy and notifies the parent/guardian of the use of restraint as soon as practical following the incident. The Department of Education is also notified.

An IEP meeting is convened within ten school days of the incident involving the use of the restraint. After written notification, the parent can agree to waive the meeting. The IEP meeting can result in any of the following: conducting a new Functional Behavior Assessment, revising the Positive Behavior Support Plan, revising the IEP, and/or conducting a Re-evaluation.

A restraint is only used as a last resort and is not used as an aversive technique. The behavior support policy lists these aversive techniques, which include NOT using corporal punishment, locked rooms, depriving basic human needs, electric shock, demeaning treatment, and the use of noxious substances. Prone restraints are also prohibited and this is listed in the district's behavior support policy. Also included in the policy is the required reporting of the use of restraints to the Department of Education.

As a district, Berlin Brothersvalley continues to use the Olweus Bullying program to provide for a safe learning environment for students. Each building in the district employs incentives to students for positive behavior and each classroom teacher has his/her own classroom management incentives to promote positive behavior, which help support a student with an IEP who has a Positive Behavior Support Plan.

3. The District contracts with ACRP and Cornerstone Health for School-Based Behavioral Health Services. These counselors meet with identified students in a 1-1 setting and address their behavior health needs. The District also has trained staff in each building to participate in the Student

Assistance Program which provides supportive interventions for students requiring this service. The SAP teams, Guidance staff, building level principals and School Social Worker, contracted through IU08, work collaboratively to ensure that students are provided with appropriate supports.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The Berlin Brothersvalley School District's Student Assistance Program (SAP) team meets regularly with area agencies. These agencies include Somerset Children and Youth Services, Bedford-Somerset DBHS, Social Worker from IU08 and Somerset County Drug and Alcohol. Through weekly meetings with these agencies, the lines of communication are kept open. When a student is being followed through the Student Assistance Program, there are already many services in place to support him in the regular education environment. When and if the time comes for a placement that is more restrictive, the contact information and data is ready to make the placement as quickly as possible so no child is denied FAPE (Free Appropriate Public Education).

2. Some Alternative Education programs that have assisted our district in providing an educational placement for Hard to Place Students are Extended Family Academy in Bedford County, Nulton Diagnostic Program in Bedford, Somerset School District - Children's Aid Home Options Program, Children's Aid Home Day Treatment Program, Pressley Ridge in Johnstown, ACRP and NHS. When these programs have not been able to assist the district, the CASSP system can be of assistance in finding an educational placement for these hard to place students. Appalachia Intermediate Unit 08 supervisors and other resource coordinators through IU 08 are also useful resources to the district in this situation.

DBHS caseworkers, Children and Youth Services caseworkers and Behavioral Support Coordinators (BSC) are invited to IEP meetings for their students. These support personnel also provide their expertise when a student may be hard to place.

Behavioral support agencies have also been of assistance. Some of these agencies also have alternative education components. A student may already have services through a behavioral support agency. If these students are approaching a point where they are hard to place, the behavioral support agency has been of assistance in the past.

Berlin Brothersvalley School District also has K-12 autistic support services and K-12 Emotional Support provided by one teacher. This teacher can provide immediate services for students. This works as a preventive measure before placement. This teacher works in our respite room. This is equipped with various types of sensory equipment and works well to prevent behaviors from

escalating. The district houses a middle/high school Life Skills classroom, a class for students with multiple disabilities, and seniors who have opted to stay for a 13th year and beyond. By having these programs in place, we have multiple options for placement of students. In addition, our speech pathologist, autistic support teacher and life skills teacher have had training in assistive technology that assists in meeting those needs in-house without having to look outside the district for support. District teachers also participate in Networking groups started by IU8. These include the AS/ES Network and Life Skills/MDS Network.

At times a placement may be available for a student, but transporting the student is difficult. The district has transportation aides to maintain behavior on the van or small bus that transports the student. Behavior plans and crisis intervention strategies are reviewed with these staff members to alleviate escalation of behaviors during transportation. Van aides are also trained in non-violent crisis intervention to learn strategies to de-escalate students.

Our district also attends quarterly behavioral re-evaluation meetings for our students that receive TSS and BSC services. The services from these agencies help students stay in an inclusive setting within a regular school rather than be placed in an alternative setting. Positive Behavior Support plans are written for these students and are part of their IEP.

3. When it has been needed for students, the Berlin Brothersvalley School Board has approved the hiring of a behavioral aid for students who require this support to continue to be included with their peers in their district of residence and to provide FAPE.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pressley Ridge Day School	Other	Emotional Support, Autistic Support	**

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* Retirement of IU teacher and BBSD (TK) absorbed the position. TK will also have AS for .5 FTE.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 18	15	0.5
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 14	3	0.5
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* October 14, 2014

*Reason for the proposed change:* Caseload realignment: Teacher MC (Also .8 Itinerant LS - 9 students) is also certified HIS

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 17	*	0.2
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	0.8
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* October 14, 2014*Reason for the proposed change:* Caseload Realignment: Teacher is case manager and writes IEPs for these students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	**	0.6
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	8	0.2
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 17	**	0.2
Locations:				
Berlin Brothersvalley	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* October 14, 2014*Reason for the proposed change:* Caseload realignment: Teacher GD is also Itinerant AS for .3 for 1 student.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.7
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 16	*	0.3
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #5

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* October 14, 2014

*Reason for the proposed change:* Caseload Realignment: Teacher is case manager and writes IEPs for these students. HM is also dually certified and teaches Regular Ed per her certificate for .2 of her day.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.4
Locations:				
Berlin Brothervalley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.2
Locations:				
Berlin Brothersvalley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	*	0.2
Locations:				
Berlin Brothersvalley Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #6

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* October 14, 2014

*Reason for the proposed change:* Caseload realignment: Students with Itinerant AS in Middle and High School are being assigned to their grade level LS or LSS teachers.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75
Justification: Students are seen separately by age/grade level with age/grade level peers				
Locations:				
Berlin Brothersvalley	An Elementary	A building in which General		

Elementary School	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	*	0.25
Justification: students are seen with age/grade level peers				
Locations:				
Berlin Brothersvalley School District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* )*Implementation Date:* )**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 18	21	1
Justification: Students are not seen together but in small groups of the same age or individually.				
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.7
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.1
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	*	0.2
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 '**

Operator: School District

**PROGRAM DETAILS**

Type: Class and Position

Implementation Date: August 23, 2019

Reason for the proposed change: Update Support for students through re-evaluation process from LSS to MDS.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 17	*	0.8
Justification: Age range waiver is signed by parent of youngest and eldest students. Developmentally the class is appropriate.				
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 9	*	0.2
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Berlin Brothersvalley Middle School	1
Paraprofessional	All Buildings at BBSD	1
Paraprofessional	All Buildings at BBSD	1
Paraprofessional	Berlin Brothersvalley Elementary School	1
Special Education Supervisor	All Buildings	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	2 Hours
Occupational Therapy	Outside Contractor	27 Hours
School Psychologist	Intermediate Unit	8 Hours
School Social Work	Intermediate Unit	7.5 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p><b>Autism: Inclusion Strategies:</b> Participants will learn practical strategies and interventions to use with children with autism in the regular education classroom.</p> <p><b>Autism: Behavioral Supports:</b> Participants will be introduced to strategies to address behaviors particular to students with Autism.</p> <p>The following evidence will demonstrate that action steps have been implemented:</p> <ol style="list-style-type: none"> <li>1. Staff training signature logs and feedback forms</li> <li>2. Staff participation in IEP process and Circle of Support meetings</li> <li>3. Maintain SPP targets for below state average, over the course of the plan.</li> </ol>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/23/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	15
<b>Provider</b>	BBSD
<b>Provider Type</b>	PaTTAN, IU, SCHOOL DISTRICT
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will review strategies to assist students on the spectrum within their classroom settings. Staff will also be exposed to new strategies to use in their classrooms.

<b>Research &amp; Best Practices Base</b>	Applied Behavior Analysis is the research and best practice base for addressing student needs. Use of Social Stories, Visual Schedules and Mindfulness strategies will also be presented to address the needs of students with Autism.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (PreK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>

	<p>Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans Continue inclusion of students with Autism district wide, at an itinerant level of support for 80% or more of their school day.</p>

## Behavior Support

<b>Description</b>	<p><b>1. De-escalation Training:</b> Participants will demonstrate the ability to de-escalate students and employ appropriate interventions as a last resort.</p> <p><b>2. Positive Behavior Support:</b> participants will stay current in implementation strategies for Functional Behavioral Assessments to implement a positive behavior support plans with practical implementation in the classroom.</p> <p>Evidence that steps have been implemented</p> <ol style="list-style-type: none"> <li>1. Staff training signature logs and feedback forms</li> <li>2. Copies of re-certification cards</li> <li>3. Staff signatures and written input for participation in FBA, PBSP and IEP.</li> </ol>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/23/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	20
<b>Provider</b>	IU8
<b>Provider Type</b>	IU

<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>1. Participants will be trained in de-escalation techniques for new teachers. Teachers, Administrators, and Aides will be recertified in de-escalation techniques.</p> <p>2. Participants will be trained and updated on completing an FBA and PBSP for everyday use with students that have this need.</p>
<b>Research &amp; Best Practices Base</b>	<p>1. Non-Violent Crisis Intervention Training through IU8 and the Crisis Prevention Institute.</p> <p>2. Research is based on ABA and Positive Behavior Support.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (PreK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>#1 Decrease in office referrals by 2% over the course of the plan. #2 Decrease in suspensions by 2% over the course of the plan.</p>

## Paraprofessional

<b>Description</b>	<p>Participants will demonstrate knowledge in a variety of areas to include but not limited to:</p> <ul style="list-style-type: none"> <li>• professionalism and confidentiality</li> <li>• inclusion support in the classroom</li> <li>• behavior management techniques</li> <li>• CPR and First Aid.</li> </ul> <p>The following evidence will serve to indicate that action steps have been implemented:</p> <ol style="list-style-type: none"> <li>1. ! Staff training signature logs and feedback forms</li> <li>2. ! IU Excel tracking sheet</li> <li>3. ! copy of certificate of completion at end of course work and required tasks.</li> </ol>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/23/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2.0
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<b># of Sessions</b>	30
<b># of Participants Per Session</b>	5
<b>Provider</b>	BBSD
<b>Provider Type</b>	IU, School District
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	CPR and First Aid Recertification; Confidentiality, Behavior Management techniques, inclusion practices, and other skills based on needs assessment.
<b>Research &amp; Best Practices Base</b>	Para-Educator Suite provided by IU8 utilizing research based practices for implementation by paraprofessionals.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Online-Synchronous
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Journaling and reflecting

<b>Evaluation Methods</b>	Participant survey Paraprofessionals stay current with new policies, procedures and strategies. Each Paraprofessional obtains a minimum of 20 hours of training each year of the three year plan.
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## Reading

<b>Description</b>	<p>The Participants will utilize strategies based on error analysis to improve reading that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• use of DIBELS to analyze errors</li> <li>• instructional assessments: QPS, Graded Word Lists, Informal Reading Inventories,</li> <li>• Benchmarking 3x a year</li> <li>• guiding reading strategies</li> <li>• strategies employed through LETRS and PLC.</li> <li>• PaTTAN sponsored training initiatives</li> <li>• Use of Collins Writing to increase comprehension skills</li> <li>• Use of Exact Path for diagnostic and prescriptive teaching at student's instructional level</li> </ul> <p>Evidence that steps have been implemented:</p> <ol style="list-style-type: none"> <li>1. ! Staff training signature logs and feedback forms</li> <li>2. ! Annual review of IEP progress monitoring as indicated through formative and instructional assessments</li> </ol>
<b>Person Responsible</b>	Instructional Coach, Director of Special Education
<b>Start Date</b>	8/23/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	27
<b># of Participants Per Session</b>	5
<b>Provider</b>	BBSD
<b>Provider Type</b>	PaTTAN, IU, SCHOOL DISTRICT
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will review and analyze data from various assessment sources and use the data to determine interventions for students in the regular education and special education classrooms.
<b>Research &amp; Best Practices Base</b>	Participants will use and stay updated on the use of Dibels, advanced LETRs training, and other strategies through IU8 and PATTAN.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Paraprofessional  New Staff  Other educational specialists  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (PreK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Joint planning period activities</p>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> <li>• #1 Quarterly review of progress monitoring and assessments that confirms individual progress as stated in IEP goals. #2 Annual PVAAS Score review with an increase in 3% in students' individual scores over the course of the plan. #3 Increase in Exact Path scores by 3% over the course of the plan.</li> </ul>

## Transition

<b>Description</b>	<p><b>Post-secondary Training and/or Employment:</b> Participants will become familiar with opportunities for training and employment.</p> <p><b>Career Exploration:</b> Participants will demonstrate knowledge in career exploration with secondary students</p> <p>The following evidence will demonstrate that action steps have been implemented:</p> <ol style="list-style-type: none"> <li>1. ! Staff training signature logs and feedback forms</li> <li>2. ! Compliance with Indicator 13 requirements</li> <li>3. ! Completion of Post School Surveys with graduates to compare survey results with Summary of School Performance Reports.</li> </ol> <p>Parents will also be invited to School Financial Aid Night, held on a yearly basis.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/23/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	5
<b>Provider</b>	BBSD
<b>Provider Type</b>	BBSD and IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff learn information related to effective transition practices including but not limited to in-school work experiences, co-op work opportunities, community based instruction, volunteer work and opportunities available through OVR.
<b>Research &amp; Best Practices Base</b>	Participation in IU Transition Counsel to obtain research based and best practice information.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops  Department Focused Presentation  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Participant survey  Portfolio</p> <p>#1. 100% Student participation with teacher direction in student-led conferences to demonstrate strength areas and linking that to future career goals. #2. Increase in 2% of students being successfully placed in post-secondary training and employment outcomes over the course of the</p>

	plan.
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# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*