

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 119
School District Total Student Enrollment 721
Percent of Students Receiving Special Education 16.5

Steering Committee

Name	Position/Role	Building	Email
Maria Murphy	Director of Special Education	Berlin Brothersvalley SD	mmurphy@bbsd.com
David Reeder	Superintendent	Berlin Brothersvalley SD	dreeder@bbsd.com
Jayne St. Clair	Special Education Teacher	Berlin Brothersvalley SD	jstclair@bbsd.com
Erika Stern	General Education Teacher	Berlin Brothersvalley SD	estern@bbsd.com
Brian Thompson	Building Principal	Berlin Brothersvalley SD	bthompson@bbsd.com
Larry Ogline	Board Member	Berlin Brothersvalley SD	logline@bbsd.com
Stacey Deeter	Parent	Berlin Brothersvalley SD	sdeeter@bbsd.com
Eric Lauer	Director of Curriculum	Berlin Brothersvalley SD	elauer@bbsd.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

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.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
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. The IEP team, including: the host district, representatives from the 1306 facility, the parents and when appropriate the student, should meet and review the student's goals and progress. The home district will work with the 1306 facility to create a plan for successful transition back to school.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
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 us 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 School Area 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. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Least Restrictive Environment targets were met by BBSD. Educational Environments for Itinerant Levels of Support (Students Educated - Inside Regular Class 80% or more of the school day) were at 66.4% and the state Average is 61.5%. For Supplemental and Other settings, our data was not displayed due to the small group size. BBSD works diligently to include students with disabilities to the maximum extent possible and appropriate as deemed by the IEP team. Implementation of universal practices within the district and academic programming and training efforts support a Least Restrictive Environment. Such practices and programming are outlined below.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

There are several universal practices utilized by BBSD to address academic and social/emotional needs of all students in need of accommodations to their learning environments. BBSD has two 'respite rooms" that have sensory equipment and quiet study areas for students with emotional and social needs. The Autistic Support teacher/Emotional Support teacher uses these rooms to meet individually with the students to address these needs. Paraprofessionals also supervise students in these rooms to allow for testing in a separate setting, quiet area to study and provide sensory needs when required during the school day. This permits the students to be included in regular education classes and still receive their academic, social and emotional needs. In addition, BBSD provides inclusion support in content area classes with Learning Support teachers and paraprofessionals in all grade levels to support the general education curriculum for students in the general education setting.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

BBSD employs an Instructional Coach to address academic programming and training. Professional Learning Communities occur 1x a month and Data Analysis occurs 3x a year. At these meetings, strategies are discussed and shared with staff, Regular and Special Education teachers, to allow for inclusion in the general education curriculum. Use of Guided reading groups and materials, Guided math groups and materials and the Flex time (Elementary) and structured study halls (In Middle and High School) for reteaching opportunities are provided. These practices utilized by BBSD allow for meaningful participation of students with disabilities in the general education curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

BBSD has staff available to assist students should they require assistance in accessing extracurricular activities. All staff are trained in First Aid/CPR and Defibrillator use should a student require these interventions. BBSD also has Handicapped accessible vans to travel to extracurricular activities and all facilities are ADA compliant to allow for access to the buildings for participation in extracurricular activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

BBSD works with our families of special needs students so their children with disabilities placed in private institutions can participate to the maximum extent appropriate, are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities. BBSD communicates with these families and attends out of district placement meetings to receive updates on the students and share information with the families regarding extracurricular activities. Should a student require specialized transportation, personal care aides or

nursing care, the BBSD would ensure that these services are provided for access to the general education curriculum and extracurricular activities.

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

BBSD is in the process of hiring another Special Education teacher, upon approval of our 2022-2023 school budget. This teacher will assist in meeting the continuum of services and allow us to serve out of district placements in the BBSD school building.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pressley Ridge	Licensed Private Academic		Pressley Ridge	Autistic Support	1
Pressley Ridge	Licensed Private Academic	Other Public Facility	Pressley Ridge	Emotional Support	2
Meyersdale Area Elementary School	Other	Public School in a Neighboring District	Meyersdale Area School District	Life Skills Support	1

Positive Behavior Support

Date of Approval
2019-02-14

Uploaded Files

Behavior Support for Special Education 113.2.pdf

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

In the past BBSD contracted with IU8 for Autistic and Emotional Support services. Due to increasing numbers, we now have one of our Special Education teachers, trained and meeting the needs on a daily basis for these students. The Autistic and Emotional Support teacher works individually and in small groups with the students to work on emotional and social needs. This special education teacher also collaborates with members of the IEP team, which includes regular education teachers, learning support and/or life skills teachers, Occupational and Speech therapists and the parents to gather data for Functional Behavioral Assessments and follow up with Positive Behavior Support plans to meet individual student needs. When required and recommended by the IEP team, the School Social Worker has also worked with students and the IEP teams to meet student emotional and social needs.

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.

District staff have been trained through IU8 in Non-Violent Crisis Intervention (NCI), a program owned and managed by Crisis Prevention Institute (CPI), is a behavior management system that is proven to be safe and non-harmful. It is designed to train our staff to provide the best possible care and welfare for assaultive, disruptive, or out-of-control persons even during the most violent moment. The training focuses on prevention, de-escalation, personal safety, and physical intervention. Prior to school starting in the 2021-2022 school year, IU8 brought staff on site to recertify previously trained staff and spent two days training new staff members in this Non-Violent Crisis Intervention model. Training is already planned for August 2022, to recertify our staff.

3. Describe the district positive school wide support programs.

BBSD employs district wide and building specific interventions and programs for students to address social/emotional needs. The programs are described below: District wide the Trauma Skilled Schools Model is being implemented: The Trauma-Skilled Schools Model involves a five-step process that begins with establishing foundational trauma knowledge among all school site personnel. The model then utilizes knowledge to establish common practices among all staff members that create and reinforce the resiliency skills that are essential to school success and that are particularly important for trauma-impacted students. All staff members are guided to understand and master relational and instructional skills that minimize the interference of trauma with appropriate behavior and learning. School leaders and the designated Lead Team members are taught and supported in acquisition and practice of steps to institutionalize and maintain the Trauma-Skilled Schools Model over time. District-wide, BBSD employs the Olweus Program. The Olweus Program (pronounced OI-VAY-us) is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program's goals are

to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. BBSD also employs building specific interventions and programs for students to address social/emotional needs. The programs are described below: Students in grades 1-4 receive social emotional learning through the Second Step program. The program not only teaches but provides the opportunity for demonstrating learning focusing on the topics of Growth Mindset and Goal-Setting, Emotion Management, Empathy and Kindness, and Problem-Solving. Students also learn about Digital Citizenship through curriculum created by Common Sense Education. Kindergarten students participate in social emotional learning through the Lions Quest Program. The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development. Personal Self-Management Skills Students develop skills that enhance self-esteem, develop problem-solving skills, help them reduce stress and anxiety, and manage anger. General Social Skills Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence. In addition, 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.

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

In the 2020-2021 school year, BBSD hired a full-time school social worker. The school Social worker is a licensed clinical social worker and works with students from kindergarten to 12th grade. She helps address the increasing behavioral health needs along with the social emotional needs of our students. Our school social worker is able to provide mental health support to our students across settings and helps bridge the gap between the school and their homes in order for students to access the necessary support for their success. This is in addition to having three Guidance Counselors in each building, Elementary, Middle and High School. Our guidance counselors and school social worker collaborate consistently to ensure all students are connected to the necessary resources within the school and our community. BBSD also contracts with Cornerstone Community Services of Bedford and Somerset County to provide school-based mental health counseling. Students are generally referred for school-based counseling through our guidance counselors, school social worker, or school administrators. BBSD also welcomes other services providers into the school such as Victim Services, Beal Counseling, and other IBHS providers to support their behavioral health needs. Because our district is located in such a rural community where public transportation is not provided, students often have difficulty accessing outpatient counseling services. Allowing students to access mental health support within the school setting removes this barrier from the treatment process, allowing students to access the support they need more consistently.

5. Describe the district restraint procedure.

The use of physical restraint when implemented as a protective procedure used as a last resort must be documented as a part of a child's crisis management plan in the child's Behavior Support Plan within his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP team shall review the current IEP for appropriateness and effectiveness. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply: 1. The restraint is utilized with specific component elements of

positive behavior support. 2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. 3. Staff is authorized to use the procedure and have received the staff training required. 4. There is a plan in place for eliminating the use of restraint through the application of positive behavior support. Teachers and staff utilizing physical restraint as a protective procedure shall be certified in crisis intervention strategies. The use of restraints may not be used as punishment by any staff member or used as a substitute for educational programs. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Restraints to control acute or episodic aggressive behavior or self-injurious behavior may only be used when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. 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.

Intensive Interagency

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

Currently BBSD has no students on Homebound or Instruction in the Home. 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, BBSD School Social Worker 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). Some Alternative Education programs that have assisted our district in providing an educational placement for Hard to Place Students are Extended Family Programs in Bedford County, Nulton Diagnostic Partial Hospitalization Program in Bedford, Somerset School District - Children's Aid Home Options Program, Children's Aid Home Day Treatment Program, and Pressley Ridge in Johnstown. 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. Berlin Brothersvalley School District continues to employ a K-12 autistic support services and K-12 Emotional Support provided by one teacher. This teacher continues to provide immediate services for students to work as a preventive measure before placement. This teacher works in our respite room. This is equipped with various of sensory equipment and works well to prevent behaviors from escalating to the point where another placement may be necessary. 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 therapist, 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 coordinated 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 deescalate 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. Functional Behavior Assessments are conducted and Positive Behavior Support plans are written for these students and are part of their IEP. Also, when it has been required 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

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS	Multiple	Full-time (1.0)	05/07/2022 03:08 PM

Building Name		
Berlin Brothersvalley SD		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 12
Age Range Justification		FTE %
Age range waiver was signed by parent of youngest student. Developmentally the class is appropriate.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
New K-3	Elementary	Full-time (1.0)	05/07/2022 03:02 PM

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.38

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students are seen separately by age/grade level with age/grade level peers		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS/ES:K-12	Multiple	Full-time (1.0)	05/07/2022 02:50 PM

Building Name		
Berlin Brothersvalley SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Students are seen separately by age/grade level with age/grade level peers		0.67

Building Name		
Berlin Brothersvalley SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 18
Age Range Justification		FTE %
Students are seen separately by age/grade level with age/grade level peers		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS:K-12	Multiple	Full-time (1.0)	05/07/2022 02:46 PM

Building Name		
Berlin Brothersvalley SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 17
Age Range Justification		FTE %
Students are seen separately by age/grade level with age/grade level peers		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS:9-12	Secondary	Full-time (1.0)	05/11/2022 09:41 AM

Building Name		
Berlin Brothersvalley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
Age range waiver was signed by parent of youngest student. Developmentally the class is appropriate.		0.25

Building Name

Berlin Brothersvalley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Berlin Brothersvalley SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 21
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS:9-10	Secondary	Full-time (1.0)	05/11/2022 09:43 AM

Building Name		
Berlin Brothersvalley SHS		
Support Type		

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

Building Name		
Berlin Brothersvalley SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS:7/8	Secondary	Full-time (1.0)	05/11/2022 09:45 AM

Building Name		
Berlin Brothersvalley MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Berlin Brothersvalley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS:5/6	Elementary	Full-time (1.0)	05/11/2022 09:48 AM

Building Name		
Berlin Brothersvalley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

Building Name		
Berlin Brothersvalley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Berlin Brothersvalley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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EL:3/4	Elementary	Full-time (1.0)	05/07/2022 02:55 PM
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Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.9

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS:K-2	Elementary	Full-time (1.0)	05/11/2022 09:51 AM

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.6

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

Building Name		
Berlin Brothersvalley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.17

Special Education Facilities

Building Name		Room #
Berlin Brothersvalley El Sch		E022-proposed
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		
BBES E022 PROPOSED ROOM.pdf		

1Assurance Check

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

Building Name		Room #
Berlin Brothersvalley El Sch		E005 LS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		
BBES E005.pdf		

2 Assurance Check

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

Building Name		Room #
Berlin Brothersvalley El Sch		E007-MDS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 42 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-09		
Uploaded Files		
BBES E007.pdf		

3 Assurance Check

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

Building Name		Room #
Berlin Brothersvalley El Sch		E014-LS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		
BBES E014.pdf		

4Assurance Check

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

Building Name		Room #
Berlin Brothersvalley El Sch		12B-Speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 24 feet, 0 inches	408sqft	14
Implementation Date		
2022-05-09		
Uploaded Files		
ES 12B SPEECH.pdf		

5 Assurance Check

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

Building Name		Room #
Berlin Brothersvalley El Sch		Respite Room
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 18 feet, 0 inches	288sqft	10
Implementation Date		
2022-05-09		
Uploaded Files		
ES RESPITE.pdf		

6 Assurance Check

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

Building Name	Room #
Berlin Brothersvalley MS	MS019

School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		
MS 019 LS.pdf		

7Assurance Check

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

Building Name		Room #
Berlin Brothersvalley MS		MS-029 LS
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		
MS029 LS.pdf		

8Assurance Check

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

Building Name		Room #
Berlin Brothersvalley SHS		HS-114 LS
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		
HS 114 LS.pdf		

9Assurance Check

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

Building Name		Room #
Berlin Brothersvalley SHS		HS116-LSS
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
Implementation Date		
2022-05-09		
Uploaded Files		
HS 116 LSS.pdf		

10Assurance Check

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

Building Name		Room #
Berlin Brothersvalley SHS		HS-104 Respite
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 11 feet, 0 inches	231sqft	8
Implementation Date		
2022-05-09		
Uploaded Files		
HS 104 RESPITE.pdf		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

12Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Social Worker	1.0	District Wide	District
Paraprofessionals	5.0	District Wide	District
Other	1.0	District Wide	District
Occupational Therapist	.20	District Wide	Contractor
Occupational Therapist	.50	District Wide	Contractor
Physical Therapist	.05	District Wide	Contractor
Physical Therapist	.05	District Wide	Contractor
School Psychologist	.40	District Wide	Contractor
Other	.06	District Wide	Contractor
Other	.04	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Interventions for Autistic Support students			
Lead Person/Position			Year of Training
Maria Murphy/Director of Special Education; Teresa Kociola/Autistic Support teacher			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Sensory Issues and Interventions			
Lead Person/Position			Year of Training
Teresa Kociola/Autistic Support teacher			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Non-Violent Crisis Intervention Training			
Lead Person/Position			Year of Training
Maria Murphy/Director of Special Education			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Trauma-Skilled Schools Model			
Lead Person/Position		Year of Training	
Danielle Hay/School Social Worker		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Mindfulness Training/Trauma Skills			
Lead Person/Position		Year of Training	
Maria Murphy/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training

Using Transition Surveys and Assessments			
Lead Person/Position		Year of Training	
Maria Murphy/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Guided Reading Strategies and Resources			
Lead Person/Position		Year of Training	
Eric Lauer/Instructional Coach		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
LETRS Training			
Lead Person/Position		Year of Training	
Eric Lauer/Instructional Coach			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Every Day Math Strategies			
Lead Person/Position		Year of Training	
Eric Lauer/Instructional Coach		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Guided Reading and Sight Word Strategies			
Lead Person/Position		Year of Training	
Eric Lauer/Instructional Coach		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

IEP Development

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Maria Murphy/Director of Special Education; Dr.David Reeder/Superintendent		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Teacher Input for the IEP Process			
Lead Person/Position		Year of Training	
Maria Murphy/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers Special Education Teachers

Description of Training			
Writing Annual Goals and Progress Reports			
Lead Person/Position		Year of Training	
Maria Murphy/Director of Special Educations		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

