

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 515
School District Total Student Enrollment 2606
Percent of Students Receiving Special Education 19.8

Steering Committee

Name	Position/Role	Building	Email
Jennifer Butterworth	Director of Special Education	Bellefonte Area SD	jbutterworth@basd.net
Jamie Smith	Assistant Director of Special Education	Bellefonte Area SD	jsmith@basd.net
Tammie Burnaford	Superintendent	Bellefonte Area SD	tburnafo@basd.net
Kris Vancas	Director of Curriculum	Bellefonte Area SD	kvancas@basd.net
Andrea Royer	Board Member	Bellefonte Area SD	aroyer@commonwealthu.edu
Megan Douty	Special Education Teacher	Marion-Walker El Sch	mdouty@basd.net
Renee McNichol	Parent	Bellefonte Area SD	rmicnichol@basd.net
Amy Wilson	General Education Teacher	Bellefonte El Sch	awilson@basd.net

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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Central Counties Youth Center	Detention Home		Other	1

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 Bellefonte Area School District fully complies with the requirements of IDEA and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements. Should any barriers exist, the district would continue to collaborate with the 1306 facilities to make sure that child find took place and that students with disabilities received FAPE. We could for example, network with outside agencies and programs that would foster interagency collaboration.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The district would work closely with the 1306 facilities to make sure the district completes the Child Find requirements and the provision of FAPE. In order to facilitate a successful transition, if the facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the student in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or 504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Central Counties Youth Center	Juvenile Detention Center	Other	2
Centre County Correctional Facility	Correctional Facility	Other	3

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 Bellefonte Area School District fully complies with the requirements of IDEA and PA Chapter 14 regarding the identification, evaluation, placement and provisions of special education services to all eligible school age individuals who have been incarcerated. The Bellefonte Area School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. Specifically, the district is required to provide special education services to incarcerated school aged youth in addition to complying with "child find" obligations under IDEA. The district works with the Central Intermediate Unit to provide educational services at the Centre County Correctional Facility and the Central Counties Youth Center, both located within the geographical boundaries of the Bellefonte Area School District. When students enter the Centre County Correctional Facility, the CIU #10 staff work collaboratively with the correctional facility staff to identify any student age 21 or under that did not graduate from high school or obtain a GED. Any student is given the opportunity to attend classes and work toward a high school diploma. When students enter the Central Counties Youth Center, the Intermediate Unit staff contact the home district of each student to obtain educational records. If a student is a student with a disability, evaluation reports, re-evaluation reports and IEPs are obtained from the home district. Those documents are reviewed, updated, and a NOREP is issued. Students in the Central Counties Youth Center are mandated to attend school while in the facility. The Central Intermediate Unit utilizes appropriate evaluation procedures and diagnostic screening instruments to determine the eligibility and educational needs of inmates. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. The district also implements and reviews timely and appropriate Individual Education Programs (IEPs) for eligible students in accordance with federal and state regulations, including compliance with procedural safeguards, and provide FAPE in conformity with the IEP. If the Bellefonte Area School District is informed of our resident students in an incarceration facility in another district, the district forwards to the facility the educational records including the most recent evaluation/reevaluation report, as well as the IEP.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Indicator 5: Educational Environments: Inside Regular Class 80% or more- Bellefonte 85.6%, State 61.5% Inside Regular Class less than 40% - Bellefonte 3.8%, State 9.6% Students Educated in Other Settings - Bellefonte 3.8%, State 4.8% In reviewing our district's data in the 2019-2020 Special Education Data Report, the district is under the state average for students placed in other settings; Bellefonte 3.8%, state 4.8%. However, this is a data point that we continually monitor. The district continues to build the capacity of our special education and regular education staff to ensure that students' needs, both academically and behaviorally, can be met in their home district. It is only after all options are explored and that the IEP team has determined that a student's needs cannot be met within the district that outside options are explored.

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?

The district utilizes universal screeners for all students K-12. AimswebPlus assesses all students K-8 for academic concerns in ELA and Mathematics. The district has continued initiatives over the past several years that have and are supporting a high percentage of students with disabilities in the general education environment. Multi-Tiered System of Supports (MTSS), School Wide Positive Behavior Support, Social Emotional Learning initiatives all support students with disabilities with participation in the general education environment.

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

The Bellefonte Area School District provides a full continuum of service and support options for students with disabilities. The starting point on the continuum is the general education curriculum and program offerings. Accommodations and modifications to the general education curriculum are made when appropriate to allow each student to participate in these general education offerings. Supplemental aides and services are provided according to the needs identified in the student's Individual Education Plan to support student participation and meaningful educational benefit in the least restrictive environment. In addition, the district addresses the possible masking of Giftedness and completes evaluations of students who are potentially 2e (twice exceptional-so as to address any needs for enrichment/and or advancement in a general education program). The district has consistently dedicated resources to maintain students with disabilities in the least restrictive environment. This is evidence by the percentage of students with disabilities in general education reflected on Indicator 5 of the State Performance Plan for Educational Environments. Bellefonte Area School District met all three targeted areas - SE Inside Regular Class 80% (85.6%), SE Inside Regular Class less than 40% (3.8%) and SE in Other Settings (3.8%).

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

The Bellefonte Area School District offers a full range of supplementary aids and services to all students who need them. These services are designed to provide meaningful educational benefits. A framework used to assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social-Behavioral. The district not only provides but encourages meaningful participation in extracurricular activities determining the activity and student individually. Supports include paid nurses, paraprofessionals, teacher, or substitute to accompany student participation in extracurricular activities. The district participates in a Unified Bocce Program. The district is willing to support each student with required supplementary aids and services to ensure meaningful participation.

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?

If possible, all students, even those educated in private institutions, are educated with their non-disabled peers when possible. Removal from their home

school only occurs after the full range of supplementary aids and services are exhausted and the student is unable to make meaningful progress towards IEP goals in that setting. When students are placed in facilities outside of the district, the IEP team, which includes district administration as well staff from private institution, meet to discuss the least restrictive environment for that student. Students at private institutions are able to participate with non-disabled peers for part days at their home building as well as at the Central Pennsylvania Institute for Science and Technology, when the IEP team determines that it is appropriate for that student. Students are also able to participate in district lead extracurricular activities, including athletics, clubs, field trips, etc.

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)

Bellefonte Area School District's continuum of service ranges from general education to support for students in private facilities. Most of the identified students are assigned to the general education classroom for most of the school day. A percentage of special education students are assigned programs outside the general school. Such a decision is made for a more restricted setting only after exhausting supplementary aids and services, examining documentation, and progress monitoring. At times, students with severe disabilities (ex. autism, severe emotional disturbance, intellectual disability, multiple disabilities) may require a more intensive program outside general education with individualized specially designed instruction to address their complex needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey	Licensed Private Academic		Merakey	Emotional Support	*
Soaring Heights of State College	Licensed Private Academic		Soaring Heights Schools	Autistic Support	*
New Story	Licensed Private Academic		New Story Schools	Autistic Support	*

Positive Behavior Support

Date of Approval
2013-03-12

Uploaded Files
Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?
The district has a full continuum of services for students with emotional and social needs. There are emotional support teachers in each of our buildings. One elementary has a full time emotional support classroom that educates students from any of our elementary buildings that need that level of support. We also have two full time social workers that work collaboratively with the special education teachers and families to help coordinate services both in school and out of school. The district has three sensory rooms for students that are designed to support them in their behavioral zones (from the Zones of Regulation Curriculum). Staff have been trained in proper use of the rooms so they are able to support students properly. In addition, all general education classrooms at the elementary level have calm corners that all students are able to utilize. The district has established a district level team in the spring of 2022. In August of 2022, building level teams were established. The purpose of this committee is create an environment to inspire and prepare students for an ever-changing global society. Emotional awareness and regulation leads to positive relationships, social awareness, self-awareness, self-management, and responsible decision-making across the school community. An action plan has been put in place to ensure students are learning to self-regulate emotions, interact appropriately with others and plan and make decisions for the future. The next step is to engage families and community partners in foundational SEL activities.
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.
During the 2022-2023 school year, one elementary school participated in a classroom management pilot entitled Positive Classroom Behavior Support with the Intermediate Unit and Pattan. This purpose of this training is to build the capacity of our elementary teachers by providing ongoing, sustainable professional development and individual support regarding the implementation of effective, evidence-based classroom management practices. Teachers were trained to be building facilitators to support implementation of best practices in classroom management. In addition, teams were supported to develop a system for ongoing professional development and coaching of classroom management. This training also assisted the team to integrate classroom management into our existing PBIS teams and processes. Special education teachers, general education teachers, paraprofessionals and administrators are identified for training in de-escalation and physical management for students. The district currently has two, in-house trainers for Safety Care. This training covers the use of positive behavior supports, positive reinforcement, de-escalation techniques and responses to behavior that require immediate intervention. Safe techniques and the risks associated with the use of restraints is also covered. In the event that physical management is used for a student with an IEP, parents are notified and invited to an IEP meeting within 10 days.
3. Describe the district positive school wide support programs.
The Bellefonte Area School District has school-wide positive behavior interventions and support (SWPBIS) in place in all six of its buildings. SWPBIS is the

application of evidence based strategies and systems to assist schools to decrease problem behavior, increase academic performance, increase safety and establish a positive school climate. The district has been recognized for fidelity of implementation at the elementary, middle school and high school levels. Student expectations are defined and taught directly to students. Each building has a student and staff recognition system in place. At the elementary level, tier II and tier III intervention are in place to provide additional supports for students in need.

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

The school district employs one full time social worker and contracts a full time social worker through the Central Intermediate Unit. Social workers provide services to students to support their emotional well-being and improve their academic performance. Social workers help students cope with personal and psychological issues that affect their school performance, attendance, behavior, and socialization. In school, students have access to short term counseling with school counselors or Tier 3 counseling with school social workers. The district works with community groups such as TIDES, which provides grief counseling and support groups. Through SAP, school counselors, and social workers, the district consistently provides information to students and families regarding local behavioral health services such as outpatient and Family Based Mental Health Services.

5. Describe the district restraint procedure.

Physical restraints are used only as a last resort after less restrictive measures, including de-escalation techniques, have been used by staff. The use of physical restraints is used when a student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. All restraints are reported to the Department of Education through the Restraint Information System of Collect (RISC) system. Parents are notified the same day a restraint is used. Both phone calls and written communication is used. An IEP meeting is scheduled within 10 days of the restraint, and an IEP invitation is issued to the parent. During the meeting, the IEP team considers the need for a new or revised functional behavioral assessment and positive behavior support plan, reevaluation, or additional specially designed instruction accommodations or modifications. Using the IEP invitation, the parent can either agree to attend the meeting or decline (waive) the meeting. If a parent chooses to not attend the meeting, the school district team will still meet and review the incident and the other considerations listed above.

Intensive Interagency

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

The Bellefonte Area School District currently has no students who are placed on Instruction in the Home. If the district did have students placed on Instruction in the Home, or had concerns, the district would utilize the Central Intermediate Unit or PaTTAN staff to assist with the intensive interagency system. The district has the responsibility of working with families and community teams to identify resources, arrange services, identify needs and service gaps, and develop an action plan which would lead to the provision of an appropriate educational program for identified students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS08	Secondary	Full-time (1.0)	03/30/2023 08:05 PM

Building Name	
Bellefonte Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	14
Identify Classroom	Classroom Location
School District	Secondary
Age Range	Age Range
	15 to 18
Age Range Justification	FTE %
	0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS07	Secondary	Full-time (1.0)	03/30/2023 07:57 PM

Building Name	
Bellefonte Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	14

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS06	Secondary	Full-time (1.0)	03/30/2023 07:57 PM

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17

Age Range Justification	FTE %
	0.34

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS05	Secondary	Full-time (1.0)	03/30/2023 07:40 PM

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS04	Secondary	Full-time (1.0)	03/26/2023 08:49 PM

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.24

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS03	Secondary	Full-time (1.0)	03/26/2023 08:32 PM

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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BHS02	Secondary	Full-time (1.0)	03/26/2023 08:17 PM
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Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Bellefonte Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHS01	Secondary	Full-time (1.0)	03/26/2023 08:15 PM

Building Name		
Bellefonte Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
The IEP teams review each student's program and determine if an exception can be made to the age range rule. Each student participates with same age/grade peers in the general education classroom. Students ages 18-21 participate in additional community based activities and are not always with younger students in the Life Skills classroom.		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES01	Secondary	Full-time (1.0)	03/26/2023 05:29 PM

Building Name
Bellefonte Area MS
Support Type
Emotional Support
Support Sub-Type
Emotional Support

Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Bellefonte Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Bellefonte Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Bellefonte Area HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS07	Secondary	Full-time (1.0)	03/26/2023 05:01 PM

Building Name		
Bellefonte Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.38

Building Name		
Bellefonte Area MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS06	Secondary	Full-time (1.0)	03/26/2023 04:55 PM

Building Name		
Bellefonte Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.47

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS05	Secondary	Full-time (1.0)	03/26/2023 04:49 PM

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.28

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS04	Secondary	Full-time (1.0)	03/26/2023 04:44 PM

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS03	Secondary	Full-time (1.0)	03/26/2023 04:39 PM

Building Name
Bellefonte Area MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS02	Secondary	Full-time (1.0)	03/30/2023 07:58 PM

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.28

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS01	Secondary	Full-time (1.0)	03/26/2023 04:30 PM

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Bellefonte Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech03	Elementary	Full-time (1.0)	03/28/2023 09:41 AM

Building Name	
Marion-Walker El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	36

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students receive speech as an itinerant services. They are grouped with other students within acceptable age range limits.		0.55

Building Name		
Benner El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students receive speech as an itinerant services. They are grouped with other students within acceptable age range limits.		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech02	Multiple	Full-time (1.0)	03/30/2023 08:00 PM

Building Name		
Pleasant Gap El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11

Age Range Justification	FTE %
Students receive speech as an itinerant services. They are grouped with other students within acceptable age range limits.	0.54

Building Name		
Bellefonte Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.17

Building Name		
Bellefonte Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students receive speech as an itinerant services. They are grouped with other students within acceptable age range limits.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech01	Multiple	Full-time (1.0)	03/28/2023 09:37 AM

Building Name		
Bellefonte El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students receive speech as an itinerant services. They are grouped with other students within acceptable age range limits.		0.86

Building Name		
Bellefonte Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE07	Elementary	Full-time (1.0)	03/30/2023 08:00 PM

Building Name		
Bellefonte El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.17

Building Name		
Bellefonte El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE06	Elementary	Full-time (1.0)	03/30/2023 07:57 PM

Building Name		
Bellefonte El Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.33

Building Name		
Bellefonte El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE05	Elementary	Full-time (1.0)	03/26/2023 03:57 PM

Building Name		
Bellefonte El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students are provided emotional support as an itinerant service. They are grouped with other students within the acceptable age range limits.		0.25

Building Name		
Bellefonte El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE04	Elementary	Full-time (1.0)	03/26/2023 03:53 PM

Building Name		
Bellefonte El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE03	Elementary	Full-time (1.0)	03/26/2023 03:27 PM

Building Name	
Bellefonte El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE02	Elementary	Full-time (1.0)	03/26/2023 03:18 PM

Building Name

Bellefonte El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.16

Building Name		
Bellefonte El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE01	Elementary	Full-time (1.0)	03/26/2023 03:14 PM

Building Name		
Bellefonte El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.06

Building Name		
Bellefonte El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW03	Elementary	Full-time (1.0)	03/26/2023 03:08 PM

Building Name		
Marion-Walker 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

Building Name		
Marion-Walker El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW02	Elementary	Full-time (1.0)	03/26/2023 03:04 PM

Building Name		
Marion-Walker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW01	Elementary	Full-time (1.0)	03/26/2023 02:56 PM

Building Name	
Marion-Walker El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PG03	Elementary	Full-time (1.0)	03/26/2023 02:53 PM

Building Name
Pleasant Gap El Sch

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are in the same classroom but taught in groups based on age.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PG02	Elementary	Full-time (1.0)	03/26/2023 02:48 PM

Building Name		
Pleasant Gap El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Pleasant Gap El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Pleasant Gap El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PG01	Elementary	Full-time (1.0)	03/26/2023 02:44 PM

Building Name		
Pleasant Gap El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Pleasant Gap El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BN01	Elementary	Full-time (1.0)	03/26/2023 02:39 PM

Building Name		
Benner 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	7 to 10
Age Range Justification		FTE %
		0.2

Building Name		
Benner El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

Special Education Facilities

Building Name		Room #
Pleasant Gap El Sch		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 33 feet, 6 inches	854sqft	30
Implementation Date		
2023-03-27		
Uploaded Files		
scan_jbutterworth_2023-03-27-11-52-08.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 #
Pleasant Gap El Sch		8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 17 feet, 0 inches	374sqft	13
Implementation Date		
2023-03-27		
Uploaded Files		

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 #
Pleasant Gap El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
Implementation Date		
2023-03-27		
Uploaded Files		

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 #
Pleasant Gap El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2023-03-27		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Benner El Sch		15
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 9 feet, 0 inches	144sqft	5
Implementation Date		
2023-03-27		
Uploaded Files		

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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 #
Benner El Sch		22
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 3 inches	621sqft	22
Implementation Date		
2023-03-27		
Uploaded Files		
benner.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 #
Bellefonte El Sch		320
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 21 feet, 0 inches	588sqft	21
Implementation Date		
2023-03-27		
Uploaded Files		
BES.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 #
Bellefonte El Sch		318
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 22 feet, 0 inches	792sqft	28
Implementation Date		
2023-03-28		
Uploaded Files		

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8 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 #
Bellefonte El Sch		315
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2023-03-28		
Uploaded Files		

9 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 #
Bellefonte El Sch		311
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Bellefonte El Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
Implementation Date		
2023-03-28		
Uploaded Files		

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11 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 #
Bellefonte El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
Uploaded Files		

12 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 #
Bellefonte El Sch		314
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
Implementation Date		
2023-03-28		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Bellefonte El Sch		201
School Building		Building Description
Elementary		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		
2023-03-28		
Uploaded Files		

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14 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 #
Marion-Walker El Sch		19
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 22 feet, 0 inches	616sqft	22
Implementation Date		
2023-03-28		
Uploaded Files		
MW.pdf		

15 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 #
Marion-Walker El Sch		17
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 22 feet, 0 inches	572sqft	20
Implementation Date		
2023-03-28		
Uploaded Files		

16Assurance 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 #
Marion-Walker El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
Implementation Date		
2023-03-28		
Uploaded Files		

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17 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 #
Marion-Walker El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
Implementation Date		
2023-03-28		
Uploaded Files		

18 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 #
Bellefonte Area HS		114
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
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-28		
Uploaded Files		
HS.pdf		

19Assurance 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 #
Bellefonte Area HS		120
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
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2023-03-28		
Uploaded Files		

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20 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 #
Bellefonte Area HS		147
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 36 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-28		
Uploaded Files		

21 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 #
Bellefonte Area HS		142
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
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2023-03-28		
Uploaded Files		

22Assurance 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 #
Bellefonte Area HS		137
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 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-03-30		
Uploaded Files		

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23 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 #
Bellefonte Area HS		206
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
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-30		
Uploaded Files		

24 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 #
Bellefonte Area HS		210
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 30 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-30		
Uploaded Files		

25Assurance 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 #
Bellefonte Area HS		242
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
54 feet, 0 inches x 29 feet, 0 inches	1566sqft	55
Implementation Date		
2023-03-30		
Uploaded Files		

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26 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 #
Bellefonte Area HS		240
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
10 feet, 0 inches x 24 feet, 0 inches	240sqft	8
Implementation Date		
2023-03-30		
Uploaded Files		

27 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 #
Bellefonte Area HS		231
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
12 feet, 0 inches x 24 feet, 0 inches	288sqft	10
Implementation Date		
2023-03-30		
Uploaded Files		

28Assurance 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 #
Bellefonte Area MS		712
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
Implementation Date		
2023-03-30		
Uploaded Files		

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29 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 #
Bellefonte Area MS		705
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2023-03-30		
Uploaded Files		
BAMS.pdf		

30 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 #
Bellefonte Area MS		415
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
Implementation Date		
2023-03-30		
Uploaded Files		

31 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 #
Bellefonte Area MS		417
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2023-03-30		
Uploaded Files		

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32 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 #
Bellefonte Area MS		412
School Building		Building Description
Middle		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		
2023-03-30		
Uploaded Files		

33 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 #
Bellefonte Area MS		113
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 22 feet, 0 inches	616sqft	22
Implementation Date		
2023-03-30		
Uploaded Files		

34 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 #
Bellefonte Area MS		316
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 21 feet, 6 inches	451sqft	16
Implementation Date		
2023-03-30		
Uploaded Files		

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35 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 #
Bellefonte Area MS		206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
Implementation Date		
2023-03-30		
Uploaded Files		

36 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 #
Bellefonte Area MS		602
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
Implementation Date		
2023-03-30		
Uploaded Files		

37Assurance 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

38Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Transition Coordinator	2	Secondary	District
Paraprofessionals	44	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	District Wide	District
Social Worker	1	Secondary	Contractor
School Psychologist	3	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative ABA Support - Prior to beginning consultation instructional teams attend a three day intensive skill training session (Intensive Skills Training in Evidence-Based Practices: Principles of ABA and Effective Instruction), Instructional teams attend a 1 day session Early Learner Training (Establishing Early Verbal and Functional Skills for Students with Autism), Instructional Teams attend a 1 day Advanced Learner Training (Intermediate and Advanced Verbal Programs for Students with Autism)			
Lead Person/Position		Year of Training	
PaTTAN Consultants, Internal Coach			
Hours Per Training	Number of Sessions	Provider	Audience
35 hours	5	District PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Quality Behavior Solutions - Safety Care Initial Training			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
12	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
Quality Behavior Solutions - Safety Care Recertification Training

Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
6	5-10	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Quality Behavior Solutions - Safety Care for Families			
Lead Person/Position		Year of Training	
Jamie Smith/Special Education Administrator			
Hours Per Training	Number of Sessions	Provider	Audience
2.5	4	District	Parents

Paraprofessional

Description of Training			
Annual Paraeducator Conference			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
12	1	Intermediate Unit	Paraprofessionals

Description of Training	
National Autism Conference	
Lead Person/Position	Year of Training
Jennifer Butterworth and Jamie Smith/Special Education Administrators	

Hours Per Training	Number of Sessions	Provider	Audience
20	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 Reviews			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Description of Training			
Transition Night			
Lead Person/Position		Year of Training	
Transition Coordinators			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Parents Special Education Teachers

Science of Literacy

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS)			
Lead Person/Position		Year of Training	
Kris Vancas/Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Building Administrators

			General Education Teachers Special Education Teachers
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Description of Training			
Enhanced Core Reading Instruction (ECRI)			
Lead Person/Position		Year of Training	
Kris Vancas/Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Quality Behavior Solutions - Safety Care for Families			
Lead Person/Position		Year of Training	
Jamie Smith/Special Education Administrator			
Hours Per Training	Number of Sessions	Provider	Audience
2.5	4	District	Parents

Description of Training			
Understanding ABA			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Parents Paraprofessionals

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Description of Training			
The Special Education Process			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Conflict Resolution			
Lead Person/Position		Year of Training	
Jennifer Butterworth			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	PaTTAN	Parents Special Education Teachers

IEP Development

Description of Training			
Writing Reevaluation Reports and Individualized Education Plans			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith/Special Education Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators

			Special Education Teachers
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Description of Training			
Measurable Annual Goals and Progress Monitoring			
Lead Person/Position		Year of Training	
Jennifer Butterworth and Jamie Smith			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	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

