Profile and Plan Essentials

LEA Name		AUN
Rochester Area SD		127046903
Address 1		
540 Reno St		
Address 2		
City	**State**	**Zip**
Rochester	PA	15074
Director of Special Education Name		
Nathan Leeman		
Director of Special Education Email		
leemann@rasd.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
(724) 775-7500		1193
Chief Administrator Name		
Dr Jane W Bovalino		
Chief Administrator Email		
bovalinoj@rasd.org		

Special Education Students

Total Number of Students Receiving Special Education 244
School District Total Student Enrollment 712
Percent of Students Receiving Special Education 34.3

Steering Committee

Name	Position/Role	Building	Email
Nick Long	Parent	Rochester Area El Sch	nlong@nbasd.org
Dr. Jane Bovalino	Superintendent	Rochester Area SD	bovalinoj@rasd.org
Jill Gilarno	Special Education Teacher	Rochester Area SD	gilarnoj@rasd.org
Rachael Cipolla	Building Principal	Rochester Area El Sch	cipollar@rasd.org
Nathan Leeman	Director of Special Education	Rochester Area SD	leemann@rasd.org
Michael Damon	Building Principal	Rochester High School	damonm@rasd.org
Rose Majors	Other	Rochester Area SD	majorsr@rasd.org
Gen Gaskins	Special Education Teacher	Rochester High School	gaskinsg@rasd.org
Glory Shychuck	General Education Teacher	Rochester High School	shychuckg@rasd.org
Jocelyn Haskins	Board Member	Rochester Area SD	haskinsj@rasd.org
Holly Wilkins	Parent	Rochester Area SD	
Marissa Sterling	Special Education Teacher	Rochester MS	sterlingm@rasd.org

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)

Improvement and Planning Activity
In 2024-25 school year, the district started a new program with the DOVE program to support at risk students. The students receive supports for 1/2 the afternoon on school days. The program supports the students development of work skills and certifications.
The district created pull out Math and Reading High School classes to help students earn credits towards graduation.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
The district added Math, Reading, and Algebra Labs for students to increase achievement for students in Middle School.
The district added Resource study halls for middle and high school students that are supported by Special Education teachers to ensure specialized support and individual instruction when needed.

Education Environments (Indicator 5)

Improvement and Planning Activity

During the 2023-24 school year, the district redesigned the Sensory Room with grants.
During the 2023-24 school year, the district received training and began implementing a MTSS meeting for Middle and High Schools.
The district added a K-5 Autistic Support Classroom on December 2024. The room included a Teacher and paraprofessional to support the students.

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

1. **Is your School 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
Passavant Memorial Homes	Group Home		District	0

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.)**
   School districts which have students residing in a children's institution located within their borders ("host" school districts) are responsible for educating the students in those children's institutions. Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. For some students living in these children's institutions this may not be appropriate because of the terms of the institutionalization or because of the particular educational needs of the student. In other cases, the host school district may contract with another educational entity, such as an Intermediate Unit, to provide an educational program for the students in the institution. Some children's institutions may wish to apply to PDE for approval to operate education programs as nonpublic schools. If a student residing in a children's institution is found to be exceptional, the host school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapter 14 and Chapter 342 of the Pennsylvania regulations and standards. This means the host school district is responsible for making the decisions regarding the goals, programming, and educational placement for each student. The host school is also responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student. The host district has the responsibility to determine the most appropriate educational placement, ensure FAPE is provided, and services are being provided by a certified Special Education teacher and other highly qualified staff. The host and resident districts will also work closely together to ensure a smooth transition back to the home school when changes to the placement are required or recommended. Other arrangements may be made in writing between the two districts regarding educational and procedural responsibilities, with the approval of the Department of Education and notice and opportunity to respond by the parents. The RASD's geographical boundary includes Passavant Memorial Homes and related group homes. School aged residents in these homes have their educational services overseen by the host district, RASD. RASD also shall adopt and use a public outreach awareness system to locate and identify children thought to be eligible for special education within the school district's jurisdiction (Childfind). This also includes the public posting and increase awareness to the Early Intervention and Special Education services available to families in the district.
2. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**

The following procedure is set forth in 24 P.S. §13-1308 to establish the residency of a student living in a children's institution but whose parents are not residents of the school district in which the institution is located. The officers of the institution submit to the board of school directors of the host school district a sworn statement listing the names, ages and school district of each resident of the institution. The host school district forwards a form PDE-4605, Determination of District of Residence for Students in Facilities or Institutions, by certified mail, to the school district in which the institution declares the student's parents reside (the resident school district). The secretary of that school district must sign the form to acknowledge or disclaim the residence of the student. If the resident school district does not return the form within fifteen days, the host school district shall send the form to the resident school district again. If the resident school district again does not return the form within fifteen days, the host school district may construe such neglect to be acknowledgment of the student's residence. The resident school district shall pay the tuition (and any applicable special education charge) billed by the host school district for its residents upon receipt of the bill. The resident school district may appeal the tuition bill to the Secretary of Education. The Secretary's decision as to the amount of the bill and/or which school district is responsible for the tuition is final. If the resident school district neglects or refuses to pay the amount billed or determined by the Secretary of Education if appealed, the Secretary has the authority to deduct the amount owed by the resident school district from funds due from the Commonwealth and pay that amount to the host school district. Any school-aged person living in an institution in Pennsylvania whose parent(s) or legal guardian resides outside Pennsylvania is entitled, upon request, to PDE review of his or her place of residence. Procedures used by PDE to make such determination are described in BEC 24 P.S. Section 13-1308. Students from out-of-state must have a guarantee or actual tuition paid prior to the student enrolling in the school district program. See BEC 24 P.S. 13-Section 1308(1). For a student determined to be emancipated, use his or her last address to establish the school district of residence. Due to the brief institutionalization periods for some students in institutions, host school districts are encouraged to bill the resident school district on a regular and periodic basis.

Incarcerated Students Oversight

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

1. **Describe the system of oversight the School 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).**

Least Restrictive Environment

1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   The LEA makes every attempt to include students with disabilities in the general education classroom curriculum with supplementary aids and services. Service delivery begins in the general education classroom and the IEP team's determination of the LRE. According to the 2023-2024 PennData report, Rochester is above the state average (61.7%) for students with IEPs included in the regular class 80% or more with a percentage of 77.1%. The district is below the state target for special education students in regular class less than 40% at 9.1% compared to 10.3%. During that time frame, RASD has added an Autistic Support classroom in the elementary school. Other additions have been an updated sensory room, an MTSS program in the middle and high school.
2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   Rochester utilizes a comprehensive approach to meet the academic and social/emotional needs of all students. Our MTSS and SAP teams work to identify students in need of additional support, make intervention plans, monitor progress, and modify individual plans as needed. Academically, all students K-12 are monitored using several math and reading assessments in the fall, winter, and spring of each school year. Additionally, DIBELS assessments are administered to all students K-2, students in grades 3-5 are administered IXL diagnostic/benchmark, and 3-10 are administered the CDTs. The district also started using Firefly in the current school year. Staff are provided alternative measures, including IXL, to assess students' in kindergarten through 12th grade who have an individualized education program. Based on the results of these benchmark assessments, students are identified for intervention services with our Title I reading specialist and intervention specialists. Students in need of enrichment are also identified by our academic specialists. Regarding social and emotional needs, the district is proud to have strong PBIS programs in each building. The elementary and middle school buildings have been recognized for implementing PBIS in tier 1 with fidelity. To address social/emotional needs, the district also implemented the PASS survey through out Student Assistance Program in each building to identify specific student needs. The district employs a full time social worker and an SEL counselor to support and instruct our students. In 2017, the district established a partnership with Western PA Psych. We have a program, Positive Steps, located in our district. Positive Steps provides outpatient therapy available to all students and we have a focus area on our emotional support population. Services are continued throughout the summer and evening hours.
3. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   The district provides supplementary aids and services within the regular education setting and in extracurricular and non academic settings in order to maximize the extent to which students with disabilities participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student, the IEP team considers input from all members including parents, teachers, administrators, psychologists, counselors, and related service providers. The district provides specialized training for administrators, counselors and teachers based off of the yearly needs assessment and the self-identified needs every year.
4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

Rochester provides supplementary aids and services within the regular education setting and in extracurricular and nonacademic settings in order to maximize the extent to which students with disabilities participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability are such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student, the IEP team considers input from all members including parents, teachers, administrators, psychologists, counselors, and related service providers. Additionally, since 2014, the district is an active participant in Interscholastic Unified Sports through Special Olympics of Pennsylvania. This program creates an opportunity for people without intellectual disabilities to join in the sports experience by playing on a team with athletes with intellectual disabilities. Students with special needs have opportunity to participate in all activities with non disabled peers. If additional supports are found necessary, the school provides those supports.

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**
   Rochester ensures that all district programs and practices are free from discrimination against all qualified students with disabilities. The district recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent. The Director of Student Services attends all meetings for students with disabilities placed in private institutions, reviews the programming needs/options, and advocates for the students' educational and extracurricular opportunities in the Least Restrictive Environment.
6. **Discuss the School 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).**
   As a district, we continue to add and grow the special education program. The number of students in outside placements has been steady in over the past 5 years. The district has identified that developing a greater capacity in supporting students with behavioral and emotional needs is a priority. Measures already taken have included de-escalation training sessions provided by the BVIU TaC Team, hiring a full-time k-12 social worker and social-emotional learning counselor, a dean in both the elementary and secondary buildings, and a part-time BCBA Behavior Specialist, The district also partners with Western PA Psychological Services to provide out-patient therapy in the school.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed

St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	2
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	1
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Emotional Support	3
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Life Skills Support	4
Watson Institute	Approved Private School (APS)		Watson Institute	Autistic Support	2
Adelphoi Education Services	Licensed Private Academic		Adelphoi	Emotional Support	2
DOVE	Approved Private School (APS)		Trail Ministries	Deaf and Hard of Hearing Support	4
Class Academy	Licensed Private Academic		The Prevention Network	Emotional Support	4
BCRC	Licensed Private Academic		Beaver County Rehabilitation Center	Life Skills Support	3

Positive Behavior Support

Date of Approval
2024-10-28

Uploaded Files
pbis policy.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**
   Behavioral supports are provided through positive behavior support plans and classroom management techniques. The district uses a tiered model which begins with the implementation of a class-wide positive behavior techniques. If the student responds, an individual Positive Behavior Support Plan is not needed. The next step involves specific interventions designed for the individual student through consultation and specially designed instruction. These plans are developed through consultation with the IEP team, which includes parents, classroom teachers, building administrators, behavior specialist, related service providers, school psychologist, and school counselors as appropriate. If this is not sufficient to meet a student's needs, a formal Functional Behavior Assessment which includes a collection of baseline data through interviews with teachers, parents, and students, as well as classroom observations to document the frequency and intensity of behaviors of concern. This data is analyzed for patterns that assist in the development of a Positive Behavior Support Plan. The plan is implemented and periodically reviewed to determine effectiveness, and adjustments are made as needed. Identified social needs are addressed in small group and individual sessions. This occurs through the guidance office, social worker, social-emotional learning counselor or life skills/emotional support classrooms. The emotional support program at Rochester services students from grades K through 8. The program is intended for the needs of the itinerant and supplemental emotional support needs within the district. Housed within the program are an emotional support teacher, a behavioral specialist, and an emotional support paraprofessional. The emotional support teacher is utilized to not only provide individualized instruction within the emotional support classroom, but also to provide inclusive learning to our students in need. The emotional support teacher currently pushes in to four core subject areas and coteaches the content with a content specific certified teacher. The behavioral specialist is in the building 3 days a week which are dedicated to individual student data collection where the specialist enters the regular education classroom on a rotation and takes formal and informal observational data that is utilized for progress monitoring, FBA, PBSP and IEP input data tracking. The emotional support paraprofessional is utilized exclusively to assist in the individualized needs of the emotional support student population. The emotional support paraprofessional is tasked with providing one on one assistance to our student population in both emotional support class periods as well as inclusive classrooms where our students are being instructed by a regular education teacher.
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.**
   The BVIU TaC has trained staff in Crisis Prevention Intervention (CPI) Nonviolent Crisis Intervention. We also have trained staff in TACT2 through the BVIU. We currently have a trainer on site who is certified annually. The district's para-educators are certified. All teachers in the Life-Skills and Emotional Support classrooms and administrators have also received the training.

3. **Describe the School District's positive school wide support programs.**
   Each building in the district has implemented a School Wide Positive Behavioral Interventions and Supports (SWPBIS) program. The goal of the SWPBIS program is to teach students to make responsible decisions, assist students in taking responsibility for actions when appropriate, teach students to learn to communicate positively, and help students work cooperatively with others. The SWPBIS program is a proactive approach to school-wide discipline and focuses on creating and maintaining an environment for achieving social and learning outcomes while preventing problem behaviors through a collaborative team approach. The SWPBIS team also analyzes discipline related behavioral patterns and will respond to them by teaching the positive behaviors expected by our students.
4. **Describe the School District's school-based behavior health services.**
   Rochester employs two school counselors, a school social worker, a social-emotional learning counselor, and a school psychologist, and contracts one part-time BCBA behavior specialist. Additionally, the district partners with Western PA Psych Care to provide outpatient therapy in the school setting through the Positive Steps program. We also have a partnership with The Prevention Network to facilitate the Student Assistance Program (SAP).
5. **Describe the School District's restraint procedure.**
   School District administrators, teachers, and paraprofessionals have been trained previously in Crisis Prevention Interventions (CPI). This training includes both de-escalation and restraint techniques. The district currently trains in TACT2. When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary. Use of Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees, and only when less restrictive measures and techniques have proven to be or are less effective. An administrator or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:- The restraint is used with specific component elements of a Positive Behavior Support Plan.- The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.- Staff are authorized to use the restraint and have received appropriate training.- Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

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.

Team members comprised of regular/special education teachers, school psychologist, counselors, principals, related service personnel, and parents and outside agencies collaborate in regard to student needs and services currently available to students with disabilities. The district has utilized Intensive Interagency staff from PaTTAN and IU 27 in the past to assist in the placement of students with disabilities. In order to initiate or expand the continuum of supports, services and educational placement options for students with disabilities, the District collaborates with agencies including but not limited to: Beaver County Behavioral Health, Office of Vocational Rehabilitation, Beaver Valley Intermediate Unit, PATTAN, ACHIEVA/ARC Beaver County Juvenile Probation, local police, Prevention Network, Beaver County Rehabilitation Center, Associated Occupational Therapist Inc, mental health providers, Homelessness Task Force, Career Links, and Children and Youth Services. To strengthen the existing partnerships, agency personnel are invited to participate in IEP meetings to ensure programming will provide FAPE in the least restrictive environment. The District has not experienced any difficulty placing students that require a specialized curriculum. The District collaborates with neighboring specialized Special Education Schools that are utilized for students that fit the criteria. This includes students with severe emotional disturbance, medically fragile students, students with significant cognitive disabilities, non-communicative students, and severely handicapped students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 11-12	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester High School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 9-10	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester High School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	18 to 17
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS 9-12	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester High School		
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%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
The classroom serves students in grades 9-12. The IEP team determines whether the program meets the needs of each particular student. There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 9-12	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name
Rochester High School

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	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 6-8	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.05

Building Name
Rochester 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	11 to 13
Age Range Justification		**FTE %**
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS 6-8	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester MS		
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%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.5

Building Name
Rochester 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)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 7-8	Secondary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 6	Secondary	Full-time (1.0)	03/15/2026 09:32 PM

Building Name
Rochester MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Multiple	Full-time (1.0)	03/15/2026 09:32 PM

Building Name		
Rochester Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 18
Age Range Justification		**FTE %**
When speech students are receiving "group" services, they are grouped within 3 year age ranges		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES #2 K-5	Elementary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 11
Age Range Justification		**FTE %**
The classroom serves students in grades K-5. The IEP team determines whether the program meets the needs of each particular student. There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.		0.05

Building Name		
Rochester Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
The classroom serves students in grades K-5. The IEP team determines whether the program meets the needs of each particular student. There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES #1 K-5	Elementary	Full-time (1.0)	03/15/2026 09:33 PM

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

Building Name			
Rochester Area El Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
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 11
Age Range Justification			**FTE %**
The classroom serves students in grades K-5. The IEP team determines whether the program meets the needs of each particular student.			0.15

There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS 3-5	Elementary	Full-time (1.0)	03/15/2026 09:33 PM

Building Name		
Rochester Area 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%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS K-2	Elementary	Full-time (1.0)	03/15/2026 09:26 PM

Building Name	
Rochester Area 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%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 4-5	Elementary	Full-time (1.0)	03/15/2026 09:28 PM

Building Name		
Rochester Area El Sch		
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	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.4

Building Name		
Rochester Area El Sch		
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	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS K and 3	Elementary	Full-time (1.0)	03/15/2026 09:29 PM

Building Name		
Rochester Area 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	7 to 8
Age Range Justification		**FTE %**
		0.25

Building Name		
Rochester Area El Sch		
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	Elementary	7 to 10
Age Range Justification		**FTE %**

	0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 1-2	Elementary	Full-time (1.0)	03/15/2026 09:31 PM

Building Name		
Rochester Area 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	5 to 8
Age Range Justification		**FTE %**
		0.08

Building Name		
Rochester Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.55

Special Education Facilities

Building Name		**Room #**
Rochester High School		103
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2023-01-31		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester High School		214
School Building		**Building Description**
		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		
2023-01-31		
Uploaded Files		

2Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester High School		101
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2023-01-31		
Uploaded Files		

3Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Rochester High School		116
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 32 feet, 0 inches	1088sqft	38
Implementation Date		
2023-01-31		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Rochester MS		625
School Building		Building Description
		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		
2023-01-31		

Uploaded Files

5Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester MS		621
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2023-01-31		
Uploaded Files		

6Assurance 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	

The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester MS		615
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2023-01-31		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1223
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		

2023-01-31
Uploaded Files

8Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Rochester Area El Sch		1212
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-01-31		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1411
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-01-31		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1207
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27

Implementation Date
2023-01-31
Uploaded Files

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1412
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-01-31		
Uploaded Files		

12Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1213
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-01-31		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1204
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**

30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-01-31		
Uploaded Files		

14Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester Area El Sch		1203
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-12-04		
Uploaded Files		

15Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Rochester MS		612
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 27 feet, 8 inches	830sqft	29
Implementation Date		
2024-08-26		
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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Paraprofessionals	14	District Wide	District
Guidance Counselor	2	Secondary	District
Social Worker	1	District Wide	District
School Psychologist	1	District Wide	District
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Other	1	District Wide	District
Guidance Counselor	1	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Consultation and training from Watson Institute in the Elementary Life-Skills Support program			
Lead Person/Position		**Year of Training**	
Nathan Leeman/Director of Student Service, Katie Bentz/Education Consultant		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	9	Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
TACT2			
Lead Person/Position		**Year of Training**	
Nathan Leeman, IU TaC		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

Description of Training	
PBIS Training	
Lead Person/Position	**Year of Training**

Rachael Cipolla/Elementary Principal, Michael Damon/MS HS Principal		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position		**Year of Training**	
Nathan Leeman, Director of Student Services, Chief Scott Sullivan, SPO		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	District Other	Paraprofessionals Other

Description of Training	
Behavior support training from the BVIU TaC	
Lead Person/Position	**Year of Training**
Nathan Leeman, Director of Student Services	2026 2027 2028

		2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	Intermediate Unit	Paraprofessionals

Description of Training			
PaTTAN Framewelder (various topics)			
Lead Person/Position		**Year of Training**	
Nathan Leeman, Director of Student Services		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 training			
Lead Person/Position		**Year of Training**	
Nathan Leeman, Director of Student Services		2026 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Dibels training for K-8 staff			
Lead Person/Position		**Year of Training**	
Rose Majors/Curriculum Coordinator, Nathan Leeman		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	Other	General Education Teachers Special Education Teachers

Description of Training			
IMSE Certification for dyslexia			
Lead Person/Position		**Year of Training**	
Nathan Leeman, Director of Student Services		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
10	3	District	General Education Teachers Special Education Teachers

Description of Training			
SPIRE Training			
Lead Person/Position		**Year of Training**	
Rose Majors/Curriculum Coordinator		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	General Education Teachers Special Education Teachers

Description of Training			
Structured Literacy			
Lead Person/Position		**Year of Training**	
Amanda Cwyner, Assistant to the Superintendent		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Graduation Pathways			
Lead Person/Position		**Year of Training**	
Michael Damon/High School Principal, Nathan Leeman, Director of Student Services		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District	Parents

Description of Training
IEP meetings

Lead Person/Position		Year of Training	
Nathan Leeman, Director of Student Services		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 per IEP meeting	District	Parents

IEP Development

Description of Training			
IEP/RR writing			
Lead Person/Position		**Year of Training**	
Nathan Leeman, Director of Student Services, BVIU		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	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