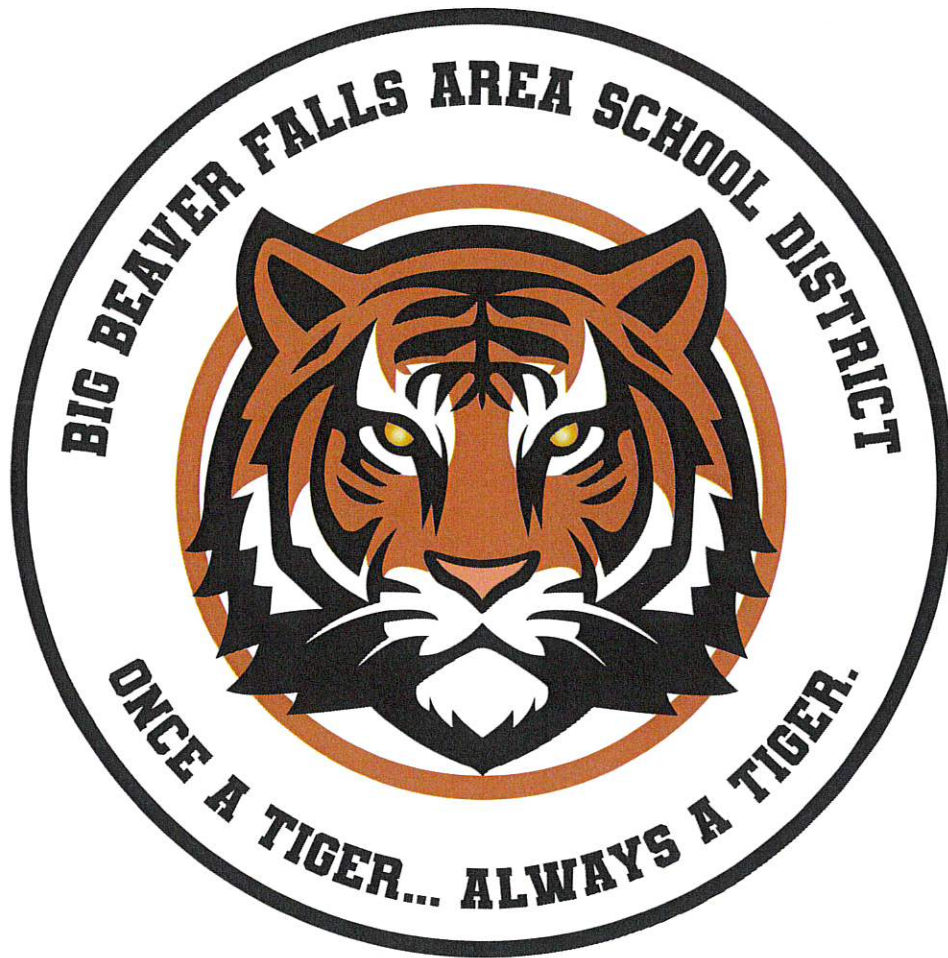


# BBFASD

## Special Education Plan



## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
School District		127041503
<b>Address 1</b>		
1503 8th Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Beaver Falls	PA	15010
<b>Director of Special Education Name</b>		
Jenny Barnes		
<b>Director of Special Education Email</b>		
barnesj@tigerweb.org		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
724-843-7470		1204
<b>Chief Administrator Name</b>		
Dr Donna M Nugent		
<b>Chief Administrator Email</b>		
nugentd@tigerweb.org		

Special Education Students

**Total Number of Students Receiving Special Education 477**

**School District Total Student Enrollment 1646**

**Percent of Students Receiving Special Education 29**

## Steering Committee

Name	Position/Role	Building	Email
Donna Nugent	Superintendent	Big Beaver Falls Area SD	nugentd@tigerweb.org
Jenny Barnes	Director of Special Education	Big Beaver Falls Area SD	barnesj@tigerweb.org
Steve Wellendorf	Director of Curriculum	Big Beaver Falls Area SD	wellendorfs@tigerweb.org
Doug Rowe	Building Principal	Beaver Falls Area SHS	rowed@tigerweb.org
Thomas House	Building Principal	Beaver Falls MS	houset@tigerweb.org
Chad Thomas	Building Principal	Big Beaver El Sch	thomasc@tigerweb.org
Bryan Fabyanic	Building Principal	Central El Sch	fabyanicb@tigerweb.org
Jessica Schwartz	Special Education Teacher	Big Beaver El Sch	schwartzj@tigerweb.org
Angela Merrick	Special Education Teacher	Central El Sch	merricka@tigerweb.org
Tammy Kuriger	Special Education Teacher	Beaver Falls MS	kurigert@tigerweb.org
Cynthia Cook	Board Member	Big Beaver Falls Area SD	ccook@beavercountypa.org
Jamie Dando	Special Education Teacher	Beaver Falls Area SHS	dandoj@tigerweb.org
Chelsea Dawson	General Education Teacher	Central El Sch	dawsonc@tigerweb.org
Kathy Austin	Parent	Beaver Falls Area SHS	austinkathleen419@gmail.com
Jodi Cobb	Special Education Teacher	Beaver Falls Area SHS	cobbj@tigerweb.org
Nathan Verba	General Education Teacher	Big Beaver El Sch	verban@tigerweb.org
Jennifer Gorzock	Parent	Beaver Falls MS	ggorzock2@yahoo.com
Jamiela Banks	Parent	Big Beaver Falls Area SD	kadirsmama@icloud.com

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

<b>Improvement and Planning Activity</b>
Continued implementation of Reading Horizon - Tier 2 and 3 Phonics Based Reading Program for Grades K-3
SRA Reading Mastery Transformations K-3 - Tier 3 Direct Instruction Reading Program for students with special needs
SRA Corrective Reading Grades 3-12 - Tier 3 Direct Instruction Reading Program for students with special needs
IXL training with BVIU - strengthen special education progress monitoring to improve student achievement
Path to Graduation (P2G) - support middle school ES students through the Check and Connect mentoring process to self-regulate and be successful in all facets of school life.
Envisions by Savvas Math Series K-8 - professional development to strengthen instructional strategies to improve student achievement
SRA Connecting Math Concepts Training Grades k-12- Tier 3 Direct instruction Mathematics Program for students with special needs
Implementation of Reading Horizons Elevate- Tier 2 and 3 Phonics Based Reading Program for Grades 4-5
Science STEELS training with the BVIU- professional development strengthen our science curriculum and programming with the implementation of the new science standards
Implementation of IXL program grades 3-12- utilized for enrichment and Tier 2 and 3 remediation

### Education Environments (Indicator 5)

<b>Improvement and Planning Activity</b>
Reading Horizon Training - Tier 2 and 3 Phonics Based reading Program for Grades K-3
SRA Reading Mastery Transformations Training K-3 - Tier 3 Direct Instruction Reading Program for students with special needs
SRA Corrective Reading Training Grades 1-12 - Tier 3 Direct Instruction Reading Program for students with special needs
Path to Graduation (P2G) - support middle school ES students through the Check and Connect mentoring process to self-regulate and be successful in all facets of school life.
Envisions by Savvas Math Series K-8 - professional development for the newly adopted math program to strengthen instructional strategies to improve student achievement
BVIU Contact Meetings: Collaboration with other Special Education Leaders: Considerations for Improvement for Least Restrictive Environment
Continued Implementation of a K-12 Social Emotional Learning Curriculum
PULSE Training for building administrators
Consultation with BVIU TaC team to help strengthen the Elementary LSS programs
Special Education Training for Administration -LEA BVIU TaC
SRA Corrective Math grades 1-12 - tier 3 Direct Instruction Math program for students with Special Needs
Early Intervention IEP and planning meetings
Lead Like a Lasso training for building administrators

Title IX training for all administrators
Beaver County Leadership Conference

**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
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## Non-Resident Students Oversight

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

No

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

If at any time, the BBFASD would become a host district, staff would meet obligations under 1306 by providing all necessary services and support for the student with disabilities placed in the facility. 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 Opens a New Window and Chapter 34 20 Opens a New Window 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. BBFASD also shall use a public outreach awareness system to locate and identify children thought to be eligible for special education within the school district's jurisdiction (Child Find). This also includes the public posting and increased awareness of 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.

Big Beaver Falls Area School District will establish a communication system with the 1306 facility. This will include a notification process for new student enrollments. BBFASD will submit a PDE 4605 to the district of residence and request educational records. BBFASD will ensure that students in the 1306 facility have a range of educational options and a certified special education teacher, including at the facility and district school. BBFASD will convene the IEP team to determine educational placement in the LRE and identify/determine a path for transition back to school. Parents will be given many opportunities to participate in IEP team meetings whether it be in person, virtually or by phone. BBFASD will establish a process to communicate and inform districts of residence. The process will focus on student data, child find, progress reporting and appointment of surrogate parents. BBFASD will conduct a meeting with all staff involved with the student. A positive behavior plan and strategies, along with support will be established for the successful transition.



## 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.**

According to the data from the most recent SEDR report, the district had 69.9% of the special education students inside the regular classroom more than 80% of the day. This exceeded the state average of 61.7%. In addition, according to the data from the most recent SEDR report, the district had only 4.5% of the special education students inside the regular classroom less than 40% of the day. This is significantly lower than the state average of 10.3%. However, the district did not meet the target of special education students educated in other settings. BBFASD has 13% of the students educated in other settings whereas the state average is 4.4%. The LEA has shown a slight decrease in the number of students educated in other settings since the 2022-2023 school year where the district's percentage was 13.1%. During that time frame, the district has built capacity by providing professional development of teaching reading for the beginner readers and students in Tier 2 and 3, Social Emotional Learning, working with students with complex behaviors, adding additional mental health counselors at the elementary, middle school and high school. BBFASD has partnered with community agencies to help with the social and emotional needs of our students and to also help prepare them for post-secondary opportunities. Currently as of the 2025-2026 school year our out of district placement data is approximately 10.4% which is a significant decrease from the 13.1% reported during the 2022-2023 school year.

**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?**

The Big Beaver Falls Area School District implements inclusive practices at all levels, Kindergarten through 12th grade. Service delivery begins in the general education classroom. BBFASD special education teachers and paraprofessionals work collaboratively with general education teachers. Staff members assist students to access grade level curriculum for students with or without disabilities. BBFASD provides inclusion opportunities for learning support, life skills, autistic support and emotional support students at the elementary, middle and high school. During the IEP team meeting, the IEP team reviews and discusses the student's academic, behavior, and social needs to determine how to properly provide support and services for the student in the Least Restrictive Environment.

**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.**

BBFASD provides supplementary aids and services within the regular education setting in order to maximize the extent to which students with disabilities participate with non-disabled peers. BBFASD provides on-going professional development within the district facilitated by a variety of facilitators, to include but not limited to the Beaver Valley Intermediate Unit staff and PaTTAN representatives. The Special Education Compliance Director and the Director of Student Services work with the administration team and staff to provide training and workshop opportunities. The administration provides these professional development opportunities for general and/or special education teachers and para-educators. In addition, teachers and para-educators have been directed to utilize resources available from the PaTTAN website, the Beaver Valley Intermediate Unit and Pennsylvania Department of Education's Standards Aligned System website. The Beaver Valley Intermediate Unit staff has been instrumental in working with BBFASD to facilitate trainings, workshops, observations, modeling, and provide support to ensure Least Restrictive Environment. Supplementary aids and services utilized by BBFASD include a variety of examples from each of the four categories: 1. Collaboration: team planning, team meetings, co-teaching, para-educator services, blended/flexible schedules, coaching, mentoring, modeling, parent/guardian meetings, and transition planning 2. Instructional: modified curriculum, assistive technology, smart boards, iPads, use of reader services, alternate methods of presentation, differentiated instruction, testing modifications, accommodations, large print materials, books on tape, repeated and guided practice, sensory items 3. Physical: environment adjustments (lighting and sounds), sensory input, specific/preferential seating arrangements, environmental aids, classroom acoustics (ex: tennis balls, carpeting), structural aids (ex: wheelchair accessibility) 4.

Social-Behavioral: social skills instruction, small group/individual counseling, peer mentoring, anti-bullying programs, school-wide positive behavior supports, positive behavior support plans and incentive programs.

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

Supplementary aids and services utilized by BBFASD include a variety of examples from each of the four categories: 1. Collaboration: team planning, team meetings, co-teaching, para-educator services, blended/flexible schedules, coaching, mentoring, modeling, parent/guardian meetings, and transition planning 2. Instructional: modified curriculum, assistive technology, smart boards, iPads, use of reader services, alternate methods of presentation, differentiated instruction, testing modifications, accommodations, large print materials, books on tape, repeated and guided practice, sensory items 3. Physical: environment adjustments (lighting and sounds), sensory input, specific/preferential seating arrangements, environmental aids, classroom acoustics (ex: tennis balls, carpeting), structural aids (ex: wheelchair accessibility) 4. Social-Behavioral: social skills instruction, small group/individual counseling, peer mentoring, anti-bullying programs, school-wide positive behavior supports, positive behavior support plans and incentive programs. BBFASD 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.

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.**

Big Beaver Falls Area School District ensures that all district programs and practices are free from discrimination against all qualified students with disabilities. The district has a responsibility to provide academic and nonacademic services to students with or without a disability. The district shall provide each student with a disability a free and appropriate education. This includes provision of education and related aids, services or accommodations which are needed to afford each qualified 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 Special Education Compliance Director attends all meetings for students with disabilities placed in private institutions, reviews programming needs/options and advocates for the students educational and extracurricular opportunities in the district.

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).**

The Big Beaver Falls Area School District continues to grow in the area of Special Education in both programs and enrollment. In order to build capacity and to provide a continuum of services the district continues to participate in a partnership with the BVIU to examine our current programs and practices. Professional development will continue to be offered as needed so we can better support our students in the district. The district will contract for a Board Certified Behavior Specialist to work with the teachers in supporting the students with complex behavior needs. The Transition program will be enhanced to provide more post-secondary opportunities for our students through transition mapping. Implementing a K-12 comprehensive Social Emotional Learning curriculum to address the emotional needs of our students will continue to be an added benefit. The staff will participate in de-escalation strategies training. The district has hired a full time social worker to work with students K-12. The district partners with Glade Run to offer school based mental health services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Longmore Academy	Licensed Private Academic		Longmore Academy MHY Family Services	Autistic Support	1
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Life Skills Support	5
Watson Institute Social Center for Academic Achievement	Other	WISCA Sewickley	Watson Institute	Life Skills Support	3
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Emotional Support	7
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Life Skills Support	6
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Multiple Disabilities Support	9
Economy Elementary School - Ambridge Area School District	Other	IU District Based Classroom	Beaver Valley Intermediate Unit	Emotional Support	1
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	2
Class Academy	Licensed Private Academic		Class Academy	Learning Support	3
Adelphoi Education Services	Licensed Private Academic		Adelphoi	Emotional Support	2
Hope Academy - Conway	Licensed Private Academic		The Hope Learning Centers	Life Skills Support	1
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Learning Support	1
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run Lutheran Services	Life Skills Support	1
The School at McGuire	Approved Private School (APS)		McGuire Memorial	Autistic Support	3
The School at McGuire	Approved Private School (APS)		McGuire Memorial	Life Skills Support	1
Western Pennsylvania	Approved		Western	Deaf and Hard of	1

School for the Deaf	Private School (APS)		Pennsylvania School for the Deaf	Hearing Support	
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# Positive Behavior Support

## Date of Approval

2023-03-16

## Uploaded Files

Board Policies 113, 113.1 and 113.2.pdf

**1. How does the School District support the emotional, social needs of students with disabilities?**

Behavior supports are provided through positive behavior support plans and classroom management strategies. The district uses a tiered model which begins with the implementation of a school with PBIS program. Within that, each teacher also provides class-wide positive behavior techniques within their individual classroom. If the students respond, an individual positive behavior support plan is not needed. For students who might need something more individualized, specific interventions designed through consultation and specially designed instruction are developed. These plans are developed through the consultation with the IEP team, which includes parents, classroom teachers, building administrators, related service providers, school psychologist and school counselors as appropriate. If this plan is not sufficient to meet the needs of the student, a formal Functional Behavior Assessment which includes baseline data through interviews with teachers, parents and student as well as classroom observations to document the frequency and intensity of the behaviors. The 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. Adjustments are made as needed. Identified social needs are addressed in small group and individual sessions with a guidance counselor, life skills/learning support classrooms and through school based mental health.

**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 TACT2 training. A team made up of special educators and general educators along with administrators have also been trained. An in-house team of administrators have also been trained to be trainers of TACT2. Currently all Para educators have been trained in de-escalation techniques using the CPI training model. Para educators will be included in the de-escalation technique training of TACT2.

**3. Describe the School District's positive school wide support programs.**

The administration organized a team to explore, discuss and collaborate on the implementation of a Positive Behavior Programs. Once the plan was developed, each building created a School-wide Positive Behavior Plan that was in accordance with the district's. Each building has a Positive Behavior Support Team. In addition, staff members have participated in School-wide Positive Behavior Support training. Building level Positive Behavior Support teams continue to attend various trainings, such as School-wide Positive Behavior, De-escalation, and TACT2. Beaver Falls Middle and High School teams utilize the Student Assistance Program (SAP), which develops and supports the collaboration between administration, teachers, parents and community agencies. The SAP teams address student's behavioral and/or mental health issues. BBFASD special education teachers continue to participate in trainings on conducting Functional Behavior Assessments (FBAs), utilizing de-escalation techniques and writing Positive Behavior Support Plans (PBSP). The middle school has also utilized "Check and Connect" with students with the primary disability of emotional disturbance as well as other students in both special education and general education. The district participated in the P2G grant starting in the 2020-2021 school year. The middle school also has a mentoring program that has been in place for several years. The students join groups that align with the interests, through those groups, the students connect not only with the staff member but with other students that share the same interest.

**4. Describe the School District's school-based behavior health services.**

BBFASD developed a partnership with Glade Run Services to provide students the opportunity to participate in a

School Based Mental Health Services. At this time, these services are available to eligible students at all levels from elementary to high school. In order to receive services, there is a referral process that BBFASD staff members complete and submit to Glade Run's certified therapists. Once approved by insurance, students start to receive services through Glade Run's School Based Mental Health Program. The BBFASD has also added two behavioral/mental health counselors to our staff to support students at Central Elementary, the middle school and high school.

5. **Describe the School District's restraint procedure.**

A team of BBFASD administrators have been trained in TACT2. For the 2026-2027 school year this training will include teachers and para educators. This training includes both de-escalation and restraint techniques. When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for that student shall be the least intrusive necessary. Use of physical restraints to control acute or episodic aggressive behavior may be used only when a student is acting in a manner that presents a clear and present danger to the student, other students, employees, and only when less restrictive measures and techniques have been proven to be or are less effective. An administrator shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student. The administrator 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 the 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. Restraints may not be included in a student's IEP in lieu of a positive behavior support plan or for the convenience of staff or be employed as punishment. When an IEP team, including the parent(s), determines that it is necessary to include the use of restraints in an IEP, the types of physically restrictive procedures used should be fully explained and documented in the IEP or positive behavior support plan in order to enable informed consent by the parent(s). The positive behavior support plan includes efforts to eliminate the use of restraints. The LEA must report the use of restraints within 30 days to the Pennsylvania Department of Education (PDE) through the Restraint Information System of Collection (RISC), a secure website. During the summer of 2023-2024, the BBFASD sent two administrators to the TACT2 De-escalation training. In 2024-2025 two additional trainers were trained and 6 additional staff members. We now have the ability to train our own staff.

## **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 general and special education teachers, school psychologist, counselors, administrators, related service personnel, and parents and outside agencies collaborate in regard to student needs and services available to students with disabilities. The district has utilized Intensive Interagency with PATTAN, BVIU in the past to assist in the placement of students with disabilities. The district collaborates with agencies to initiate or expand the continuum of supports, services, and educational placement options for students with disabilities. The agencies are, but not limited to, Beaver County Behavioral Health, Office of Vocational Rehabilitation, BVIU, PaTTAN, ACHIEVA/ARC, Beaver County Juvenile Probation, local police, Prevention Network, Beaver County Rehabilitation Center, Glade Run School Based Mental Health, Homeless Task Force, Career Links, Children and Youth Services and Hope Learning Related Services. The district collaborates with neighboring specialized special education schools that are utilized to meet the needs of the students. 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
TKMS114	Secondary	Full-time (1.0)	02/02/2026 03:29 PM

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFMS321	Secondary	Full-time (1.0)	02/02/2026 03:25 PM

<b>Building Name</b>	
Beaver Falls MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>

Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JDMS301	Secondary	Full-time (1.0)	02/02/2026 03:21 PM

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MCMS303	Secondary	Full-time (1.0)	02/02/2026 03:18 PM

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RPHS302-311	Secondary	Full-time (1.0)	02/02/2026 03:11 PM

<b>Building Name</b>
Beaver Falls Area SHS

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Due to the size of our district we do not have the need for several high school life skills classrooms. Students are group with like-ability peers and waivers have been signed by parents.		0.75

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.13

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KBHS229	Secondary	Full-time (1.0)	02/02/2026 02:59 PM

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EOHS273	Secondary	Full-time (1.0)	02/02/2026 02:57 PM

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TJHS218	Secondary	Full-time (1.0)	02/02/2026 02:54 PM

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TRHS262	Secondary	Full-time (1.0)	02/02/2026 02:50 PM

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JDHS303	Secondary	Full-time (1.0)	02/02/2026 03:32 PM

<b>Building Name</b>		
Beaver Falls Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age</b>

School District	Secondary	Range
Age Range Justification		FTE %
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCCE308	Elementary	Full-time (1.0)	02/02/2026 03:29 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		33
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.51

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.12

<b>Building Name</b>
Beaver Falls Area SHS

<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NMCE233	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PMCE219	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STCE212	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AMCE231	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7

<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
APCE230	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
In our school district, we do not have the need for several life skills classrooms. Students are grouped with like-ability peers and waivers have been signed by parents.		0.7

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
In our school district, we do not have the need for several life skills classrooms. Students are grouped with like-ability peers and waivers have been signed by parents.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CDBB109	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Big Beaver El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		37
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.57

<b>Building Name</b>		
Central El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.17

<b>Building Name</b>		
Beaver Falls MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This speech therapist works with individual students or small groups and members of the group do not exceed the age range.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KABB2	Elementary	Full-time (1.0)	02/02/2026 03:56 PM

<b>Building Name</b>		
Big Beaver El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.48

<b>Building Name</b>		
Big Beaver El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JSBB1	Elementary	Full-time (1.0)	02/02/2026 03:30 PM

<b>Building Name</b>		
Big Beaver El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.		0.42

<b>Building Name</b>		
Big Beaver El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Central El Sch		230
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2023-03-02		
<b>Uploaded Files</b>		
ROOM 230 CENTRAL ELEMENTARY.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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		231
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2023-03-02		
<b>Uploaded Files</b>		
ROOM 231 CENTRAL ELEMENTARY.pdf		

### 2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school	Yes	

activities		
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	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		308
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 17 feet, 0 inches	170sqft	6
<b>Implementation Date</b>		
2023-03-02		
<b>Uploaded Files</b>		
ROOM 308 SPEECH CENTRAL ELEMENTARY.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 21 feet, 0 inches	294sqft	10
<b>Implementation Date</b>		
2023-03-02		

<b>Uploaded Files</b>
ROOM 212 CENTRAL ELEMENTARY SCHOOL.pdf

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		219
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 27 feet, 0 inches	270sqft	9
<b>Implementation Date</b>		
2023-03-02		
<b>Uploaded Files</b>		
ROOM 219 CENTRAL ELEMENTARY SCHOOL.pdf		

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	

<b>Building Name</b>	<b>Room #</b>
Big Beaver El Sch	109
<b>School Building</b>	<b>Building Description</b>

		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 109 Speech.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Big Beaver El Sch		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated.
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 212 Learning Support.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	

The location of the class has been maintained for at least 3 school years.	Yes	
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<b>Building Name</b>		<b>Room #</b>
Big Beaver El Sch		220
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 220 Learning Support.pdf		

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.	Yes	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls MS		301
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 301 LS BFMS.pdf		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls MS		303
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 303 LS BFMS.pdf		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls MS		114
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 28 feet, 0 inches	476sqft	17

<b>Implementation Date</b>
2023-03-06
<b>Uploaded Files</b>
Room 114 LSS BFMS.pdf

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

<b>Building Name</b>		<b>Room #</b>
Beaver Falls Area SHS		218
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 218 LS BFHS.pdf		

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

<b>Building Name</b>	<b>Room #</b>
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Beaver Falls Area SHS		302 and 311
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
56 feet, 0 inches x 58 feet, 0 inches	3248sqft	116
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 302 and 311 LSS BFHS.pdf		

13 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls Area SHS		273
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 273 LS BFHS.pdf		

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

<b>Building Name</b>		<b>Room #</b>
Beaver Falls Area SHS		303
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 303 LS BFHS.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls Area SHS		229
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 229 Digital Academy LS BFHS.pdf		

16 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Beaver Falls Area SHS		262
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2023-03-06		
<b>Uploaded Files</b>		
Room 262 LS BFHS.pdf		

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

<b>Building Name</b>	<b>Room #</b>
Central El Sch	233
<b>School Building</b>	<b>Building Description</b>
	A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
<b>Implementation Date</b>		
2023-07-25		
<b>Uploaded Files</b>		
SEPRN - Central Elementary School - BBFASD.pdf		

18 Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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

<b>Building Name</b>		<b>Room #</b>
Big Beaver El Sch		215B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 14 feet, 0 inches	224sqft	8
<b>Implementation Date</b>		
2025-10-29		
<b>Uploaded Files</b>		
Room 215B.pdf		

19 Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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

<b>Building Name</b>		<b>Room #</b>
Beaver Falls MS		321
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2019-09-03		
<b>Uploaded Files</b>		
copy@tigerweb.org_20260205_112741.pdf		

20Assurance 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	

## Special Education Support Services

21Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	12	Elementary	District
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Transition Coordinator	1	Secondary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Consultation and training from the Beaver Valley Intermediate Unit in the Elementary Life Skills Support Program			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes/ Special Education Compliance Director and Lisa Husar and Andrea Watt from the BVIU		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Each school year the special education teachers, Para educators working with students on the Autism Spectrum will receive ongoing consultation and training in the following areas: modifications, accommodations, working with students with behaviors, de-escalation and Positive Behavior Support Plans. Evidence of completion will include documentation of training in the Vector platform, sign in sheets and certificates.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes/ Special Education Compliance Director and Steve Wellendorf/ Director of Student Services		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	6	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
TACT2 Training and recertification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Chris McCabe - BVIU TaC		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Building Administrators General Education Teachers

			Paraprofessionals
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<b>Description of Training</b>			
Elementary PBIS Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jordin Noll, Lori Miller, BVIU Tac Lisa Husar		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
TACT2 - De-escalation Train the Trainer			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes BVIU Chris McCabe		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	4	Intermediate Unit	Central Office Administrators

Paraprofessional

<b>Description of Training</b>			
CPR/ First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes and the American Red Cross		2027 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.5	1	District Other	Paraprofessionals

<b>Description of Training</b>	
Behavior Support Training from BVIU BCBA and TaC, SAS and PaTTAN	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Jenny Barnes/ Special Education Compliance Director	2026 2027 2028

		2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District Other	Building Administrators Paraprofessionals

<b>Description of Training</b>			
Vector Online Courses			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes/ Special Education Compliance Director		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	PaTTAN	Paraprofessionals

<b>Description of Training</b>			
SAS -Standards Aligned System PDE online courses			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenny Barnes/ Special Education Compliance Director		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	Other	Paraprofessionals

<b>Description of Training</b>			
Safety Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Chris Posset/ Head of Building and Grounds		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 per year	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

			Other
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Description of Training			
PSSA assessment training			
Lead Person/Position			Year of Training
Lori Miller/ Guidance Counselor, Jordin Noll/ Guidance Counselor, Natalie Wallace/Guidance Counselor			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
2	1 per year	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Transition

Description of Training			
Waiver Training - BVIU			
Lead Person/Position		Year of Training	
Jodi Cobb - Transition Coordinator		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit Other	Special Education Teachers

Description of Training			
Indicator 13 Training			
Lead Person/Position			Year of Training
Jenny Barnes/ Special Education Compliance Director and BVIU TaC			2026
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

<b>Description of Training</b>			
IEP development of transition plans			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Jodi Cobb- Transition Coordinator/ Jenny Barnes/ Special Education Compliance Director/BVIU			2026 2027 2028 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>		<b>Provider</b>
1	1 per year		District
			<b>Audience</b>
			Special Education Teachers

<b>Description of Training</b>			
Transition Mapping			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Jodi Cobb - Transition Coordinator / Jenny Barnes/ Special Education Compliance Director/BVIU			2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>		<b>Provider</b>
3	2		Intermediate Unit
			<b>Audience</b>
			Other

### Science of Literacy

<b>Description of Training</b>			
Reading Horizon Literacy Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Steve Wellendorf/ Director of Student Services			2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
15	2	Other	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>	
SRA Reading Mastery Transformations and SRA Corrective Reading	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Jenny Barnes/ Special Education Compliance Director	2026 2027 2028

		2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1 per year as needed	District	Special Education Teachers

<b>Description of Training</b>			
DIBELS Training/ Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Steve Wellendorf/ Director of Student Services		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 per year	4 or as needed	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
IXL Training/ Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Steve Wellendorf/Director of Student Services		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1 per year as needed	District Other	Building Administrators General Education Teachers Special Education Teachers

**Parent Training**

<b>Description of Training</b>			
Graduation Pathways			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Douglass Rowe/ HS Principal		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4 (annually)	District	Parents

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Description of Training			
Individualized Education Meetings			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Director		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per annual IEP Meeting	District	Parents

Description of Training			
Early Intervention informational meetings and understanding the IEP process			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Director		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2 yearly	District	Parents

**IEP Development**

Description of Training			
IEP Essentials Course			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Compliance Director		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Special Education Teachers

Description of Training	
IXL progress monitoring	
Lead Person/Position	Year of Training

Jenny Barnes/ Special Education Compliance Director		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Central Office Administrators Special Education Teachers

<b>Description of Training</b>			
Re-Evaluation writing			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Sharon Milovich/ School Psychologist and BVIU		2026	
		2027	
		2028	
		2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	District Intermediate Unit	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**