

Profile and Plan Essentials

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

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)

Improvement and Planning Activity
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 to 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)

Improvement and Planning Activity
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.

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

The 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

2. **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 3420 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, as well as 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.

3. 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

4. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?

No

2. 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

3. 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, added a Social Emotional Learning Curriculum, worked with students with complex behaviors, and added 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.

4. 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 support, 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.

5. 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 including 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 training, workshops, observations, modeling, and provide support to ensure a 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.

6. 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 the 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.

7. 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.

The 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 person 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.

8. 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 School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval

2026-03-19

Uploaded Files

Board Policies 113, 113.1 and 113.2 (4).pdf

9. 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 wide PBIS program. Within the PBIS program, 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 consultation with the IEP team, which includes parents, classroom teachers, building administrators, related service providers, the 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 would be conducted, which would include baseline data through interviews with teachers, parents, and students as well as include 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 support.

10. 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 inhouse team of administrators have also been trained to be trainers of TACT2. Currently all paraeducators have been trained in de-escalation techniques using the CPI training model. Paraeducators will be included in the de-escalation technique training of TACT2 in future training.

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

The administration organized a team to explore, discuss, and collaborate on the implementation of 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 team is set up to address student's behavioral and/or mental health issues. BBFASD special education teachers continue to participate in training 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 their interests and the students connect not only with the staff member but with other students that share the same interest.

12. 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.

13. 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.

According to our district SES data we have not had a student who was placed on instruction conducted in the home or who was at a substantial risk of waiting more than 30 days for an appropriate educational placement since 2018. We are not having difficulty insuring FAPE to a particular disability category. The major difficulty for our families is securing mental health services and the amount of time waiting for appointments, psychiatric evaluations, etc. However, students are not waiting for educational placements. 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. When the district cannot meet the needs of a student within the district we utilize center-based programs provided by the Intermediate Unit and /or private providers. Team members composed of general and special education teachers, school psychologists, 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, and the BVIU in the past (2018) to assist in the placement of students with disabilities. When this occurs we work closely with the family to secure their input in the process. We visit programs with them and ensure that they are comfortable with the program before the student is placed. It is important for the family to know that even though the student is placed outside the district they are still our student. We participate in all IEP and progress monitoring meetings. When appropriate we develop plans to transition the students back to the district.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
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

1 Special Education Support Services

Special Education Personnel Development

Autism

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

Description of Training			
Each school year the special education teachers, paraeducators 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.			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Compliance Director and Steve Wellendorf/ Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training

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

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

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

Paraprofessional

Description of Training			
CPR/ First Aid			

Lead Person/Position		Year of Training	
Jenny Barnes and the American Red Cross		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	District Other	Paraprofessionals

Description of Training			
Behavior Support Training from BVIU BCBA and TaC, SAS and PaTTAN			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Compliance Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Other	Building Administrators Paraprofessionals

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

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

Description of Training

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

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	Parents Special Education Teachers
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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

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

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

Science of Literacy

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

Description of Training			
SRA Reading Mastery Transformations and SRA Corrective Reading			
Lead Person/Position		Year of Training	
Jenny Barnes/ Special Education Compliance Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 per year as needed	District	Special Education Teachers

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

Description of Training	
IXL Training/ Refresher	
Lead Person/Position	Year of Training

Steve Wellendorf/Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 per year as needed	District Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Graduation Pathways			
Lead Person/Position		Year of Training	
Douglass Rowe/ HS Principal		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	4 (annually)	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

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	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

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	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

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	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Central Office Administrators Special Education Teachers

Description of Training

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

Signatures & Affirmations

Approval Date

2026-04-16

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Dr Donna M Nugent

Date

2026-06-08