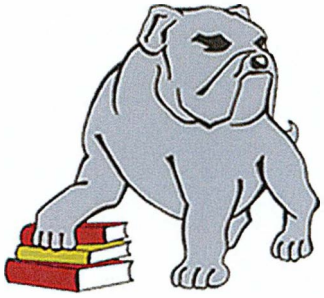
Big Spring School District

Special Education Plan Report

7/1/2026 – 6/30/2029



Profile and Plan Essentials

LEA Name		AUN
Big Spring SD		115210503
Address 1		
45 Mount Rock Rd		
Address 2		
City	**State**	**Zip**
Newville	PA	17241
Director of Special Education Name		
Jennifer Chamberlin		
Director of Special Education Email		
jchamberlin@bigspring.k12.pa.us		
Director of Special Education Phone Number		**Director of Special Education Ext**
7177762000		2402
Chief Administrator Name		
Dr Nicholas J Guarente		
Chief Administrator Email		
nguarente@bigspring.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education

593

School District Total Student Enrollment

2327

Percent of Students Receiving Special Education

25.5

Steering Committee

Name	Position/Role	Building	Email
Dr. Nicholas Guarente	Superintendent	Big Spring SD	nguarente@bigspring.k12.pa.us
Dr. Trisha Reed	Other	Big Spring SD	treed@bigspring.k12.pa.us
Jennifer Chamberlin	Director of Special Education	Big Spring SD	jchamberlin@bigspring.k12.pa.us
Alison Mellott	Parent	Big Spring SD	amellott@bigspring.k12.pa.us
John Wardle	Board Member	Big Spring SD	jwardle@bigspring.k12.pa.us
Dr. Nadine Sanders	Other	Big Spring SD	nsanders@bigspring.k12.pa.us
Dr. Michael Carnes	Building Principal	Big Spring HS	mcarnes@bigspring.k12.pa.us
David Robinson	Special Education Teacher	Big Spring HS	drobinson@bigspring.k12.pa.us
Brooke Markle	General Education Teacher	Big Spring HS	bmarkle@bigspring.k12.pa.us
Laura Wettstein	Special Education Teacher	Oak Flat El Sch	lwettstein@bigspring.k12.pa.us
Stacey Shively	Special Education Teacher	Newville El Sch	sshively@bigspring.k12.pa.us
Emily Moyer	Special Education Teacher	Oak Flat El Sch	emoyer@bigspring.k12.pa.us
Kacey O'Donnell	Special Education Teacher	Newville El Sch	kodonnell@bigspring.k12.pa.us
Gwyneth Forster	Special Education Teacher	Newville El Sch	gforster@bigspring.k12.pa.us
Becky Coulson	Special Education Teacher	Oak Flat El Sch	bcoulson@bigsping.k12.pa.us
Niki Donato	Director of Curriculum	Big Spring SD	ndonato@bigspring.k12.pa.us

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

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

   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 the District were a host district, we would fully comply with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education to all eligible school-age individuals housed therein. Specifically, school districts providing special education services are required to: 1. Comply with the "child-find" obligation of IDEA; 2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of children identified under Public School Code 1306; 3. Implement timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; 4. Provide FAPE in conformity with the IEP by certified special education staff members; 5. Host district will maintain contact with the resident district on student progress and transition plans moving forward; and 6. Students will receive services from certified special education staff.

3. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**

   Big Spring School District utilizes representatives to take part in interagency meetings and care team meetings to keep a pulse on each of our students placed in 1306 facilities. As part of these teams, we are aware of when students are ready to transition and how to support them. Once a student is ready to transition, an IEP meeting is held with family, District staff, and facilities staff to ensure a transition that meets the needs of the student in an appropriate educational environment. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

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.**

When determining where a student will be educated, BSSD utilizes a variety of options to best meet the individual student's needs. For the majority of students, the placement options include the regular classroom (Itinerant), a special education classroom for part of the day (supplemental), or a special education classroom for the majority of the day (Full-Time). Considering the Least Restrictive Environment (LRE) is the first consideration when determining the best placement for each student. Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education. According to the 2024-2025 Special Education Data Report, BSSD's placement where students were inside regular education class was 58.9% which was a bit lower than the state average of 61.8%. Students receiving special education inside regular class between 20 and 40% is 8.4%% which was slightly below the state average of 9.9%. For SE in other settings, BSSD's 6.8% was higher that the state average of 4.4%. Identifying the educational benefits of each placement option is an important part in LRE decision making. When determining proper educational placement, the BSSD takes into consideration several factors such as the student's present levels of academic and social functioning, individual needs and goals, specially designed instruction needs and related services. To guide placement decisions and ensure placement in the LRE, the IEP team uses the LRE questions in the DE approved IEP document. Placement decisions are thoughtfully made on an individual basis by each student's IEP team. The LEA Representative ensures that all team members participate in placement decisions. The above procedures apply to all BSSD students in District buildings or in programs operated by private institutions, private schools or the intermediate unit.

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?**

BSSD views Multi-Tiered System of Supports (MTSS) as a valuable model in identifying students eligible for special education services because of its emphasis on early identification and research-based interventions for students demonstrating academic risk. While the District continues to build and refine consistent implementation of MTSS across buildings, data is reviewed after universal assessments are conducted in each building. The data reviewed is used to determine if a student is showing success with Tier 1 instructional support or if the student requires more intentional interventions at the Tier 2 or Tier 3 level. Interventions at Tiers 1, 2, and 3 help provide timely evidence-based interventions, influence instructional decisions, rule out exclusionary factors (e.g., experience, behavior, health, attendance), and provide multiple methods of data collection to be considered as part of a comprehensive evaluation when determining eligibility and need. The use of MTSS data and a strengths and weaknesses process

approach as part of the psychoeducational evaluation helps to maximize the accuracy of identification and lead to more effective individualized interventions for our students. BSSD supports the mandate of Least Restrictive Environment (LRE) for the education of its exceptional students in program planning and implementation. The school district supports the practice of utilizing child find factors to identify supports and interventions for students. The district plans for and implements a continuum of programs and services to provide instructional support to students found to be in-need-of specially designed instruction in order to benefit from general education programs to the maximum extent possible. Inclusion of exceptional students in the general education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, general and special educational staff, involved agency representatives, educational specialists, other persons involved with the student and when appropriate, the student. The school district is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible. The district employs instructional coaches to support teachers with instruction. The district also employs math interventionists for students in grades K through 3. The district employs reading interventionists that service students in grades K through 3 and math interventionists that service students K-1. The interventionists provide research based Tier 2 and Tier 3 instruction. They set goals for students and progress monitor those goals. BSSD students receive a full complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, and transition services. Many secondary students are transported daily from their schools to participate in work experiences, both within the district and in the community. The District also recognizes the benefit of an MTSS approach to meet the social/emotional needs of our students. The District continues to develop and refine Tier 1, 2, and 3 supports to meet the unique needs of our students, while looking for ways we can be consistent in implementation across the district.

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.**

Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special education staff, involved agency representatives, educational specialists, other persons involved with the student, and when appropriate, the student. The School District is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible. The District is also committed to providing training to staff in intervention for students who may need Tier 2 supports, differentiated instruction, and in the adaptation of materials to meet the needs of our students. Students receive a full

complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, transportation, social work services, autism and BCBA based behavior support, and transition services. Secondary students are transported from their schools daily to participate in work experiences, both within the district and the community.

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

All students educated in the BSSD, including those students who have IEPs, requiring supplemental supports, have the opportunity to interact with their same-aged peers. The level of interaction is determined individually through the IEP process. All students in the District participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with their regular education peers on the playground, at recess, in the cafeteria, and at assemblies or special programs. All students receive information regarding club, team, and extracurricular opportunities within the district. Special education teachers and administration collaborate with coaches and club advisors regarding any accommodations and modifications that would be necessary for active student participation. The district participates in the Unified Bocce program. The district will continue to seek out opportunities for all our students that allow them to showcase their talents and skills.

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 decision for placement of a student out of the District is made by the individual IEP teams, based upon student need. The District provides a full continuum of options to meet the needs of its students. These supports are individualized and specific to the student. The BSSD may seek placement outside of the general education school setting when a student's needs cannot be met with supplementary aids, supports, and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an adventure-based program for a brief period of time to address emotional or behavioral needs. The District's Director of Students Services and/or Supervisor of Special Education participates in all IEP meetings (Annual and/or Revisions) for students who are placed outside of the district. Each IEP team discusses the student's readiness to return to the home school. It is a complete team effort in developing a transition plan to successfully implement the student's return to the District. Students who are placed in out-of-district placements are welcomed to participate in district-run activities. Students are notified of such opportunities during IEP team meetings, and encourage to visit the District email to learn more about the extra-curricular offerings and start dates. If a student who is attending an out-of-district placement indicates that he/she would like to participate in a district run-extracurricular

activity, the district provides the student with the necessary transportation and coordinate the details to provide a successful experience.

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).**

Since the last comprehensive plan, the district has annually reviewed the needs across the district to improve and support students in the educational setting. In an effort to support students in their home buildings, the District has expanded the number of classrooms and services to meet the needs of our youngest students. The number of students who were identified through early intervention declined during the pandemic, and as a result, the number of students who need a higher level of support in the primary grades has risen. Additionally, the number of students identified with Autism continue to grow, and as a result, the District intends to expand programming by partnering with a private provider (New Story), to operate an in-district Autism classroom. The intent is to create an elementary space for students to transition back to the District who currently attend New Story's center-based program, which will reduce the number of students placed out of the District.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	9
New Story Carlisle	Licensed Private Academic		New Story	Autistic Support	18
VISTA classroom @ North Dickinson Elementary, Carlisle Area SD	Other	Neighboring School Districts	Vista	Autistic Support	2
River Rock Newville	Licensed Private Academic		River Rock	Emotional Support	8
Elmwood Academy	Other	Neighboring School Districts	Mechanicsburg Area School District	Deaf and Hard of Hearing Support	1
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1

Boiling Springs High School	Other	Neighboring School District	South Middleton School District	Multiple Disabilities Support	2
Center Point Wilderness Center	Licensed Private Academic		CAIU/Diakon	Emotional Support	1
Hilltop Academy	Other	IU	CAIU	Emotional Support	0
New Story New Cumberland	Licensed Private Academic		New Story	Emotional Support	1
Mechanicsburg Area High School	Other	School District	Mechanicsburg Area School District	Deaf and Hard of Hearing Support	0
Merakey Enola	Approved Private School (APS)		Merakey	Autistic Support	1
Carlisle Vista High School	Other	School Based Program	Vista	Autistic Support	1
James Burd Elementary	Other	School District	Shippensburg School District	Autistic Support	2
Shippensburg Middle School	Other	School District	Shippensburg School District	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-02-02

Uploaded Files

Board Policy 113.1 Behavior Support.pdf
Board Policy 113.2 Behavior Support.pdf

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

   Big Spring provides a variety of supports and services to meet the emotional and social needs of students. Below outlines the programmatic pieces in place within the District to support students: 1. The district employs two school psychologists and a school social worker with all appropriate certifications to assist in the education of district staff in strategies and behavioral management. 2. The district employs eight school counselors who meet with students with low-level social and behavioral concerns. The district also contracts with Laurel Life for a full-time equivalent counselor to run tier 3 groups for emotional and social skills as well as individual counseling for students in special education. 3. The district operates emotional support programs at the itinerant level across all grade levels. Emotional Support teachers also assist in supporting regular education staff in the management and implementation of behavior support plans. 4. All special education teachers are able to develop and implement positive behavior plans based upon functional behavioral assessments. 6. The District invites IBHS staff and behavior specialists from social service agencies to meet with students throughout the school day in the school environment. In addition, school staff maintain a working relationship with probation officers assigned to students. Our social worker provides coordination of care services when additional agencies are involved with students so that the school participates as a piece of the larger team for a student. 7. The school district maintains a contract with a psychiatrist for consultation and evaluations. 8. The district contracts with a number of alternative education providers who work on teaching the students appropriate social skills necessary to be successful in a school-based setting. 9. The district utilizes the Student Assistance Program (SAP) process at the elementary, middle, and high school levels. Students are referred by students, staff, parents, or students can make a self-referral. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members must include teachers, administrators, school nurse, and school counselors. School psychologists and school social workers also participate on these teams. The team meets weekly to discuss referrals and make recommendations. Outside counseling is contracted through Cumberland-Perry Drug and Alcohol counseling. 10. All new staff are trained during the induction process with a focus on effective classroom management, de-escalation strategies, and positive behavior support. 11. Select and specific staff are trained annually in

Safety Cares to prevent the use of Emergency Safety Physical Interventions and to support the use of them in extreme cases where they are needed.

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 District utilizes the de-escalation strategies and restraint techniques of the nationally recognized Safety Cares. The District has 2 certified members to provide training to Big Spring Staff members across all grade levels. Additionally, during the school year teachers are provided with the opportunity to participate in professional development sessions related to trauma informed care and de-escalation.

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

    The Big Spring School District implements many strategies to support student behavior. In order to support students learning pro-social skills, our buildings Kindergarten through 8th grade use a set of norms within the building. Students learn the three behaviors expected throughout the school building. In addition, our school counseling staff pushes into classrooms, utilizing programs such as Zones of Regulation and teaching about calm down corners and other pro-social lessons to help students learn about their feelings and how to regulate emotions. Each building in the Big Spring School District uses individualized incentives to support positive behaviors. Students and staff give others bucket-fillers, dawg dollars, and bulldog bucks on announcements, earning tickets and special events, and positive bus tickets used as just some of the programs to increase student buy-in for positive behavior momentum.

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

    The Big Spring School District provides a continuum of school-based behavioral health services for identified and non-identified students. Below highlights these services: 1. The District employs one school social worker who works to connect families to community support and provide some individual counseling services. 2. The District employs eight highly qualified school counselors to meet the short-term mental health needs of students. 3. The District coordinates care with Laurel Life.

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

    The District uses Safety Cares to support student behavior. In the event that a child requires restraint, only trained staff utilize Emergency Safety Physical Interventions (ESPI) per District policy. The District only utilizes an (ESPI) when a student is of harm to themselves or others and lesser restrictive alternatives have been tried and have not successfully regulated the student. The District's Safety Cares trainers meet with staff annually to ensure they understand their roles and know correct restraint procedures when an ESPI is needed. A nurse's presence is recommended during an ESPI to monitor the student as well as check the student's vitals following a restraint.

The nurse documents any redness or bruising and checks back in with students later in the day or even later in the week to document changes. Following an ESPI, a Safety Care trainer that was not involved in the event meets with all staff members to review the incident and all decisions made. This debrief helps staff reflect on the event, plan for and reduce additional events, check in on staff members' well-being, and provide retraining should the need arise. Anytime an ESPI is utilized, staff are required to complete an incident report that is entered in the RISC system, as required by the state. An IEP meeting with parents is also held to review the event and make any adjustments to the IEP and positive behavior support plan based on the data collected.

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.

At the present time, the District has no unresolved issues regarding the location of services for difficult-to-place students. When barriers to educational placement arise, the District collaborates with parents, the Intermediate Unit Interagency Coordinator, and local community child-serving agencies, including County MH/IDD offices, Children & Youth, Probation, and Vocational Rehabilitation. Interagency meetings, such as those facilitated through CASSP, are scheduled to include all involved parties and the family. When necessary, the District also requests assistance from the Regional Interagency Coordinator at PaTTAN. While the District occasionally encounters students who present unique placement challenges, we employ several strategies to ensure a Free Appropriate Public Education (FAPE): -Consortium Collaboration: We partner with the CAIU and consortium districts to maximize placement options. -Agency Consultation: We consult with Cumberland-Perry Mental Health and Intellectual Disability and other mental health agencies to secure appropriate settings. -Diverse Provider Network: The District utilizes a range of outside service providers, including River Rock, New Story, Merakey, and Yellow Breeches Educational Center as well as Cumberland County Children and Youth and various family-based "wrap" services. In accordance with BEC 34 CFR §300.26(a)(1), the District reports all students with disabilities receiving instruction conducted in the home or instruction in the home via the Special Education Students @ Home Reporting System. This ensures the Department can determine if these students require intensive interagency coordination. At the present time, the District has no unresolved issues regarding the location of services for difficult-to-place students. When barriers to educational placement arise, the District collaborates with parents, the Intermediate Unit Interagency Coordinator, and local community child-serving agencies, including County MH/IDD offices, Children & Youth, Probation, and Vocational Rehabilitation. Interagency meetings, such as those facilitated through CASSP, are scheduled to include all involved parties and the family. When necessary, the District also requests assistance from the Regional Interagency Coordinator at PaTTAN. While the District occasionally encounters students who present unique placement challenges, we employ several strategies to ensure a Free Appropriate Public Education (FAPE): Consortium Collaboration: We partner with the CAIU and consortium districts to maximize placement options. Agency Consultation: We consult with Cumberland-Perry Mental Health and Intellectual Disability and other mental health agencies to secure appropriate settings.Diverse Provider Network: The District utilizes a range of outside service providers, including River Rock, New Story, Merakey, and Yellow Breeches Educational Center—as well as Cumberland County Children and Youth and various family-based "wrap" services. In accordance with BEC 34 CFR §300.26(a)(1), the District reports all students with disabilities receiving instruction conducted in the home or homebound instruction via the Special Education Students @ Home Reporting System. This ensures the Department can determine if these students require intensive interagency coordination. The District is committed to identifying and implementing modern solutions for educational placement challenges. We achieve this variety of options by actively identifying needs through collaboration with local consortium districts. Monthly Oversight: District representatives meet

monthly to discuss the specific needs of students within the consortium. Additionally, the Special Education Advisory Council (SEAC) at the CAIU meets monthly to address emerging placement trends. Cross-System Support: Through these discussions and IEP team meetings, special education administration fosters cross-system agency support and partnerships with local providers to offer non-traditional educational settings. Capacity Building: The District prioritizes staff recruitment, retention, and professional development. Our school social worker, psychologists, and counselors receive advanced training to consult with teachers and enhance their classroom strategies. These combined efforts allow the District to provide a full and appropriate continuum of services to students with disabilities.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Guidance Counselor	5	Secondary	District
Guidance Counselor	3	Elementary	District
Transition Coordinator	1	Secondary	District
Behavior Specialist	1	District Wide	District
Paraprofessionals	37	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	.4	District Wide	Contractor
Guidance Counselor	1	District Wide	Contractor

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
ABA Behavior Training			
Lead Person/Position		**Year of Training**	
TBD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Cares Theory and De-escalation Strategies			
Lead Person/Position		**Year of Training**	
Rebecca Coulson		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Supporting Students in the General Education Setting			
Lead Person/Position		**Year of Training**	
Student Services Staff		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training	
Supporting Students with Behavior Plans	
Lead Person/Position	**Year of Training**

Student Services Staff, BCBA		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training			
Executive Functioning			
Lead Person/Position		**Year of Training**	
Contracted Service		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6.5	1	Other	Building Administrators General Education Teachers Parents Special Education Teachers

Transition

Description of Training			
Aligning Transition goals and IEP goals			
Lead Person/Position		**Year of Training**	
Ashley Gleeson/Transition Coordinator		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Parents Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		**Year of Training**	
Nicole Donato		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	6	PaTTAN	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition to Adulthood			
Lead Person/Position		**Year of Training**	
District Staff, CPARC, OVR etc.		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

1	1	District Other	Parents

Description of Training			
ABA Based Behavioral Training- Supports in the Home			
Lead Person/Position		**Year of Training**	
District BCBA		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	Parents

Description of Training			
Alternate Pathways to Graduation			
Lead Person/Position		**Year of Training**	
District Student Services Personnel		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

IEP Development

Description of Training			
Legal Best Practices in Special Education			
Lead Person/Position		**Year of Training**	
CAIU SEAC/Pupil Services Network, Brooke Say, Esquire		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	10	Intermediate Unit	Other

Description of Training			
Legal Best Practices in Special Education			
Lead Person/Position		**Year of Training**	
Dillon, McCandless, King, Coulter & Graham, LLP		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1-2	Other	Building Administrators 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

BIG SPRING SCHOOL DISTRICT
Office of the Superintendent of Schools
45 Mount Rock Road
Newville, PA 17241-9466
717-776-2412

To: Jennifer Chamberlin
From: Nicholas Guarente, Ed.D. NG
Date: June 9, 2026
Subj: Special Education Plan Approval

I am pleased to advise you at the June 8, 2026 meeting of the Board of School Directors of the Big Spring School District, the Board gave its approval of the Special Education Plan as presented:

Recommended Approval of the Proposed Special Education Plan
Supervisor of Special Education Jennifer Chamberlin and the Steering Committee have updated and prepared a proposed 2026-2029 Special Education Plan which outlines planning generated from district special education data, compliance monitoring, professional development activities, and training necessary to provide appropriate programs to students with disabilities.

The administration recommends the Board of School Directors approve the proposed special education plan as presented.

If you have any questions about the action of the Board, please let me know.

cc: Director of Student Services
Assistant Superintendent
File

As required by the Pennsylvania Department of Education, the School Board President for the Big Spring School District reviewed the Special Education Plan.

Affirmed on this 8th day of June, 20 26

By: _____ (Signature of Board President)

John W. Wardle (Print Name)

Big Spring School District Board of Education