

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 435

School District Total Student Enrollment 1601

Percent of Students Receiving Special Education 27.2

Steering Committee

Name	Position/Role	Building	Email
Dr. Donna Nugent	Superintendent	Big Beaver Falls Area SD	nugentd@tigerweb.org
Joyce Depenhardt	Director of Curriculum	Big Beaver Falls Area SD	depenhardtj@tigerweb.org
Mary Beth Leeman	Director of Special Education	Big Beaver Falls Area SD	leemanm@tigerweb.org
Douglass Rowe	Building Principal	Beaver Falls Area SHS	rowed@tigerweb.org
Thomas House	Building Principal	Beaver Falls MS	houset@tigerweb.org
Bryan Fabyanic	Building Principal	Central El Sch	fabyanicb@tigerweb.org
Chad Thomas	Building Principal	Big Beaver El Sch	thomasc@tigerweb.org
Jodi Cobb	Special Education Teacher	Beaver Falls Area SHS	cobbj@tigerweb.org
Sharon Milovich	Other	Big Beaver Falls Area SD	milovichs@tigerweb.org
Jessica Hauser	General Education Teacher	Beaver Falls MS	hauserj@tigerweb.org
Susan Fryer	Special Education Teacher	Beaver Falls MS	fryers@tigerweb.org
Cynthia Cook	Board Member	Big Beaver Falls Area SD	ccook@beavercountypa.org
Michelle Micija	General Education Teacher	Beaver Falls Area SHS	micijam@tigerweb.org
Paula Simon	Special Education Teacher	Central El Sch	simonp@tigerweb.org
Rachel Lance	General Education Teacher	Central El Sch	lancer@tigerweb.org
Jaime Dando	Special Education Teacher	Beaver Falls Area SHS	dandoj@tigerweb.org
Jenny Barnes	Special Education Teacher	Big Beaver El Sch	barnesj@tigerweb.org
Gina Hooks	General Education Teacher	Big Beaver El Sch	hooksg@tigerweb.org
Jamiela Banks	Parent	Central El Sch	kadirsmama@gmail.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)

Improvement and Planning Activity
COVID year- Our participation rates usually meet the target.
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 3-12 - Tier 3 Direct Instruction Reading Program for students with special needs
Act 13 Teacher Evaluation training with BVIU - strengthen administrative walk-throughs to improve instruction
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

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 3-12 - 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
PaTTAN Training: Coffee Breaks for Special Education Leaders: Considerations for Improvement for Least Restrictive Environment
Implementation of a K-12 Social Emotional Learning Curriculum
Quality Indicators of Emotional Support Services and Programs (QIESSP): A Review Process for LEAs
PULSE Training for building administrators
Consultation with BVIU Board Certified Behavior Analyst (BCBA) to help strengthen the Elementary LSS programs
Special Education Training for Administration -LEA BVIU TaC
SRA Corrective Math grades 3-12 - tier 3 Direct Instruction Math program for students with Special Needs
HELIX Collaborative Administrator Networking Meeting - PaTTAN
Early Intervention IEP and planning meetings

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

Corrective Action	Improvement and Planning Activities
Least Restrictive Environment	LRE Initiative with PaTTAN and BVIU Special Education Director and TaC, P2G Path to Graduation through PaTTAN - Middle School Initiative, Special Education Training for Administrators/ LEA - BVIU, PULSE Training for Administrators through PaTTAN, Quality Indicators of Emotional Support Services and Programs (QIESSP): A Review for LEAs, Reading Mastery Transformations/ SRA Corrective Reading Training, PaTTAN Training: Coffee Breaks for Special Education Leaders: Considerations for Improvement for Least Restrictive Environment, Communication Plan Training - Speech Therapists, Early Intervention IEP meetings, Implementation of a K-12 SEL Curriculum, Building Level/Grade level MTSS and LRE meetings, Transition Meetings, Beaver County Contact Meetings and ongoing professional development to build capacity within our schools to meet the needs of students with special needs.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

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 supports for the student with disabilities placed in the facility. This would include the implementation and management of all IEPs, evaluations, and progress monitoring through district programs or in the facility. A district representative would act as LEA for the student's IEP to ensure supports and services are made available for the student. The LEA representative would communicate with appropriate staff and parent/guardian who may reside outside the district to ensure a free appropriate education (FAPE). If however, a student has no parent/guardian available, the BBFASD would provide the student with a surrogate parent/guardian, in order to ensure his/her rights as a protected handicapped student.

2. Describe the 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 supports will be established for the successful transition.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Least Restrictive Environment

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

According to the data from the most recent SEDR report, the district had 77.2% of the special education students inside the regular classroom more than 80% of the day. This exceeded the state average of 62.1%. However, the district did not meet the target of special education students educated in other settings. BBFASD has 10.8% of the students are educated in other settings whereas the state average is 4.7%. The LEA has shown steady improvement of decreasing the number of students educated in other settings since the 2017-2018 school year where the district's percentage was 12.9%. 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 an additional Learning Support classroom at the middle school and strengthening the current sensory rooms. 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.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The 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 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 LEA 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, T.I.G.E.R Planners, 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, T.I.G.E.R Planners, 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 District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
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 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. As a part of the Corrective Action for LRE, the district participated in a partnership with PaTTAN and the BVIU to examine our current programs and practices. The team brainstormed ways to strengthen our programs and to capitalize on what is working. Professional development will 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. Implementing a K-12 comprehensive Social Emotion Learning curriculum to address the emotional needs of our students will be an added benefit. The staff will participate in de-escalation strategies training. The district is also in the process of hiring a full time social worker to work with students K-12. The district partners with Glade Run to offer school base mental health.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Class Academy	Licensed Private Academic		Class Academy	Learning Support	2
Adelphoi Education Services	Licensed Private Academic		Adelphoi	Emotional Support	3
Hope Academy - Conway	Licensed Private Academic		The Hope Learning Centers	Life Skills Support	1
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Emotional Support	15
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Life Skills Support	8
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Autistic Support	1
New Horizon School	Other	IU School	Beaver Valley Intermediate Unit	Multiple Disabilities Support	6
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	7
Longmore Academy	Licensed Private Academic		Longmore Academy MHY Family Services	Emotional Support	1
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Life Skills Support	4
Watson Institute Social Center for Academic Achievement	Other	WISCA Sewickley	Watson Institute	Autistic Support	1
Deveraux Brandywine	Approved Private School (APS)		Deveraux Pennsylvania Children's Services	Learning Support	1

The Bradley School	Licensed Private Academic		The Bradley School	Emotional Support	1
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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 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 class-wide positive behavior techniques. If the students respond, an individual positive behavior support plan is not needed. For the student who might need something more individualized, specific interventions designed through consultation and specially designed instruction. 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 Crisis Prevention Intervention (CPI) Nonviolent Crisis Intervention. Currently all paraeducators have been trained in de-escalation techniques. A team made up special educators and general educators along with administrators have also been trained.

3. Describe the district 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 CPI. 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 utilizes "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 district 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.

5. Describe the district restraint procedure.

A team of BBFASD administrators, teachers, and paraprofessionals have been trained in Crisis Prevention Interventions (CPI). 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. This coming summer, the BBFASD will send two to three administrators to the TACT2 De-escalation training. They will come back to train the district staff on these new strategies.

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
JCTR1	Multiple	Full-time (1.0)	03/09/2023 02:11 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
This student is in 4th grade - Digital Academy		0.02

Building Name		
Beaver Falls MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
All four students are in 8th grade in the Digital Academy		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RPHS6	Secondary	Full-time (1.0)	03/09/2023 02:56 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
Students are in 10th and 11th grade		0.1

Building Name		
Beaver Falls Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Students are all in grades 9-12.		0.75

Building Name
Beaver Falls Area SHS

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	21 to 21
Age Range Justification		FTE %
This student receives his instruction and transition services at Beaver County Rehabilitation Center		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JWHS5	Secondary	Full-time (1.0)	03/09/2023 01:59 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The students are in grades 9-12		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TJHS4	Secondary	Full-time (1.0)	03/09/2023 01:26 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
The students are in 12th grade		0.28

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
The students are in 12th grade		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JDHS3	Secondary	Full-time (1.0)	03/09/2023 01:15 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
All students are in 11th grade		0.26

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
Both students are in 11th grade		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BHHS2	Secondary	Full-time (1.0)	03/09/2023 02:56 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
All students are in 10th grade		0.15

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
All students are in 10th grade		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TRHS1	Secondary	Full-time (1.0)	03/09/2023 12:55 PM

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
All students are in 9th grade		0.34

Building Name		
Beaver Falls Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
This student is in 9th grade		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TKMS5	Secondary	Full-time (1.0)	03/09/2023 01:57 PM

Building Name		
Beaver Falls MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Students are in grades 6-8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JDMS4	Secondary	Full-time (1.0)	03/09/2023 01:10 PM

Building Name		
Beaver Falls MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
All of the students are in 8th grade	0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFMS3	Secondary	Full-time (1.0)	03/09/2023 01:06 PM

Building Name	
Beaver Falls MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	22
Identify Classroom	Classroom Location
School District	Secondary
Age Range	12 to 13
Age Range Justification	FTE %
All students are in 7th grade	0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ACMS2	Secondary	Full-time (1.0)	03/09/2023 01:54 PM

Building Name	
Beaver Falls MS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
All students are in 6th grade		0.36

Building Name		
Beaver Falls MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
The student is in 6th grade		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCMS1	Secondary	Full-time (1.0)	03/09/2023 01:47 PM

Building Name		
Beaver Falls MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
All students are in the 6th grade		0.32

Building Name		
Beaver Falls MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
Both students are in 6th grade		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CDSP2	Multiple	Full-time (1.0)	03/09/2023 02:47 PM

Building Name		
Beaver Falls MS		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
This student is in 7th grade		0.02

Building Name		
Central El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are in grades K-5		0.12

Building Name		
Big Beaver El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are in grades K-5		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSBB2	Elementary	Full-time (1.0)	03/09/2023 01:20 PM

Building Name		
Big Beaver El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Students are in 4th and 5th grade		0.34

Building Name		
Big Beaver El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Students are in 4th and 5th grade		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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JBBB1	Elementary	Full-time (1.0)	03/09/2023 01:24 PM
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Building Name		
Big Beaver El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students are in grades K-3		0.52

Building Name		
Big Beaver El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades K-3rd		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCSP1	Multiple	Full-time (1.0)	03/09/2023 02:06 PM

Building Name		
Beaver Falls MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
one student is in 6th grade and the other is in 8th grade		0.03

Building Name		
Central El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are in kindergarten through 5th grade		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STCE5	Elementary	Full-time (1.0)	03/09/2023 01:02 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
All students are in either 3rd grade or 5th grade		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NMCE4	Elementary	Full-time (1.0)	03/09/2023 01:38 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10

Age Range Justification	FTE %
Students are in 3rd and 4th grades	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSCE3	Elementary	Full-time (1.0)	03/09/2023 01:30 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Students are in grades K-2		0.34

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

Student is in second grade	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KNCE2	Elementary	Full-time (1.0)	03/09/2023 01:57 PM

Building Name		
Central El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Students are in grades 3-5		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PGCE1	Elementary	Full-time (1.0)	03/09/2023 01:57 PM

Building Name		
Central El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students are in grades K-2nd		0.4

Special Education Facilities

Building Name		Room #
Central El Sch		230
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
Implementation Date		
2023-03-02		
Uploaded Files		
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	

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

2 Assurance Check

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

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

3 Assurance Check

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

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

Building Name		Room #
Central El Sch		219
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 27 feet, 0 inches	270sqft	9
Implementation Date		
2023-03-02		

Uploaded Files
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	

Building Name		Room #
Central El Sch		315
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 21 feet, 0 inches	294sqft	10
Implementation Date		
2023-03-02		
Uploaded Files		
ROOM 315 CENTRAL ELEMENTARY.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	
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Building Name		Room #
Big Beaver El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
Implementation Date		
2023-03-06		
Uploaded Files		
Room 109 Speech.pdf		

7Assurance Check

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

Building Name		Room #
Big Beaver El Sch		212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		

2023-03-06
Uploaded Files
Room 212 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	

Building Name		Room #
Big Beaver El Sch		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2023-03-06		
Uploaded Files		
Room 220 Learning Support.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	

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

10 Assurance Check

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

Building Name		Room #
Beaver Falls MS		303
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22

Implementation Date
2023-03-06
Uploaded Files
Room 303 LS 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	

Building Name		Room #
Beaver Falls MS		320
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
Implementation Date		
2023-03-06		
Uploaded Files		
Room 320 LS BFMS.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	

Building Name		Room #
Beaver Falls MS		321
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2023-03-06		
Uploaded Files		
Room 321 LS BFMS.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	

Building Name		Room #
Beaver Falls MS		114
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

17 feet, 0 inches x 28 feet, 0 inches	476sqft	17
Implementation Date		
2023-03-06		
Uploaded Files		
Room 114 LSS BFMS.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	

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

15 Assurance Check

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

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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

16Assurance Check

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

Building Name		Room #
Beaver Falls Area SHS		273
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-03-06		
Uploaded Files		
Room 273 LS BFHS.pdf		

17Assurance Check

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

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

18Assurance Check

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

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

19Assurance Check

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

Building Name	Room #
Beaver Falls Area SHS	262
School Building	Building Description

Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-06		
Uploaded Files		
Room 262 LS BFHS.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	

Special Education Support Services

21Special 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	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Transition Coordinator	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Emotional Support Teacher Book Study			
Lead Person/Position		Year of Training	
Mary Beth Leeman			
Hours Per Training	Number of Sessions	Provider	Audience
4.5	3	PaTTAN	Building Administrators Central Office Administrators

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
Mary Beth Leeman/ Special Education Compliance Director and Jaclyn Dixon/ BCBA from the BVIU			
Hours Per Training	Number of Sessions		Provider
2	18		District Intermediate Unit
			Audience
			Building Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Crisis Prevention Training			
Lead Person/Position		Year of Training	
Jeff Huchko and Karin Pilarski - BVIU TaC			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals

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Description of Training			
Elementary PBIS Training			
Lead Person/Position		Year of Training	
Amanda Hiltz, Lori Miller, BVIU Tac Lisa Husar and Carol Roosin			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
TACT2 - De-escalation Train the Trainer			
Lead Person/Position		Year of Training	
Mary Beth Leeman, Jonell Egan and Josh Ginter along with BVIU Melissa Neidbala			
Hours Per Training	Number of Sessions	Provider	Audience
7	4	Intermediate Unit	Building Administrators Central Office Administrators

Paraprofessional

Description of Training			
CPR/ First Aid			
Lead Person/Position		Year of Training	
Joyce Depenhart and the American Red Cross			
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	District	Paraprofessionals

		Other	
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Description of Training			
Behavior Support Training from BVIU BCBA and TaC, SAS and PaTTAN			
Lead Person/Position			Year of Training
Mary Beth Leeman/ Special Education Compliance Director			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Other	Building Administrators Paraprofessionals

Description of Training			
PaTTAN Framewelder Online Courses			
Lead Person/Position			Year of Training
Mary Beth Leeman/ Special Education Compliance Director, Joyce Depenhart, Director of Student Services			
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
Mary Beth Leeman/ Special Education Compliance Director, Joyce Depenhart, Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
2	10	Other	Paraprofessionals

Transition

Description of Training			
Waiver Training - BVIU			
Lead Person/Position		Year of Training	
Jodi Cobb - Transition Coordinator			
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	
Mary Beth Leeman/ Special Education Compliance Director and BVIU TaC			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
Reading Horizon Literacy Training			
Lead Person/Position		Year of Training	
Joyce Deperhart/ Director of Student Services			
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
Mary Beth Leeman/ Special Education Compliance Director			
Hours Per Training	Number of Sessions	Provider	Audience
2	1 per year as needed	District	Special Education Teachers

Description of Training			
DIBELS Trainin/ Refresher			
Lead Person/Position			Year of Training
Mrs. Joyce Depenhart/ Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
1 per year	4 or as needed	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Graduation Pathways			
Lead Person/Position			Year of Training
Douglass Rowe/ HS Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	4 (annually)	District	Parents

Description of Training			
Individualized Education Meetings			
Lead Person/Position		Year of Training	
Mary Beth Leeman/ Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per annual IEP Meeting	District	Parents

IEP Development

Description of Training			
IEP Essentials Course			
Lead Person/Position		Year of Training	
Mary Beth Leeman/ Special Education Compliance Director			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Special Education Teachers

Description of Training			
IEP Goal Writing			
Lead Person/Position		Year of Training	
Mary Beth Leeman/ Special Education Compliance Director			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Central Office 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

