## 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 |  |
|---|---|
| Dr. Abigail Leonard | |

| Director of Special Education Email |  |
|---|---|
| aleonard@bigspring.k12.pa.us | |

| Director of Special Education Phone Number | Director of Special Education Ext |
|---|---|
| 7177762000 | 2422 |

| 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**  574
**School District Total Student Enrollment**  2474
**Percent of Students Receiving Special Education**   23.2

## Steering Committee

| Name | Position/Role | Building | Email |
|---|---|---|---|
| Nicholas Guarente | Superintendent | Big Spring SD | nguarente@bigspring.k12.pa.us |
| Abigail Leonard | Director of Special Education | Big Spring SD | aleonard@bigspring.k12.pa.us |
| John Wardle | Board Member | Big Spring SD | jwardle@bigspring.k12.pa.us |
| Nicole Donato | Director of Curriculum | Big Spring SD | ndonato@bigspring.k12.pa.us |
| Jason Shover | Building Principal | Big Spring HS | jashover@bigspring.12.pa.us |
| Clarissa Nace | Building Principal | Big Spring MS | cnace@bigspring.k12.pa.us |
| Karen Ward | Building Principal | Mount Rock Elem Sch | kward@bigspring.k12.pa.us |
| William Wonders | Building Principal | Newville El Sch | wwonders@bigspring.k12.pa.us |
| Jennifer Ferrante | Parent | Oak Flat El Sch | JFERRANTE@bigspring.k12.pa.us |
| Ashley Gleeson | Special Education Teacher | Big Spring HS | agleeson@bigspring.k12.pa.us |
| Mallory Farrands | General Education Teacher | Oak Flat El Sch | mfarrands@bigspring.k12.pa.us |
| Luke Nerone | General Education Teacher | Big Spring MS | lnerone@bigspring.k12.pa.us |

# 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)

**Indicator not flagged at this time.**

## Education Environments (Indicator 5)

**Indicator not flagged at this time.**

## Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---|---|---|---|---|

## 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.)**
   FAPE, LRE etc
2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
   copy and paste BEC language

## 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.**

   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 8.4%). 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 2021-2022 Special Education Data Report, BSSD's placement where students were inside regular education class was 58.9% which was a bit higher 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%. ????The BSSD does house two intermediate unit autism classrooms in its district and NYCSD students make up 75% of the enrollment. Although these students are enrolled within their home school district, they still are factored in the other setting numbers. For the 2023-2024, NYCSD is transferring the entity of these two classrooms back to the district which will help address our percentage of students in other settings. The 2021-2022 percentages aren't much different than the percentages for the 2020-2021 school year (69.4% Inside Regular Ed 80% or more, 10.6% inside regular education 20-40%, and 3.6 in other settings). The one outlier is the percentage in other settings which was addressed above. The districts percentage inside of regular class 80% increased slightly which validates our desire to place students in the LRE. Determining the probability of 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.

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?**

   BSSD views Multi-Tiered Support System (MTSS) as a valuable model in identifying students eligible for special education services because of its emphasis on early intervening and research-based intervention for students at academic or behavioral risk. Data from the District's MTSS process is part of the analysis, synthesis, and recommendations used for evaluation, identification, eligibility, and program planning. The District has developed a multi-tier assessment and intervention model where each tier provides a greater degree of intensive and supportive intervention and assessment based on student's needs. Team determination can be made about Tier 3 time being extended and substituted for additional Core instructional time or other subject areas, depending on student learning needs. While the District continues to refine implementation of MTSS, data gathered from 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 early identification and evaluation of each thought to be exceptional student. The district plans for and implements a continuum of programs and services to provide instructional

support to students found to be in-need-of assistance in order to benefit from regular education programs to the maximum extent possible.  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 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 is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction and in the adaptation of materials to meet the needs of our students.  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 students are transported from their schools daily to participate in work experiences, both within the district and in the community.   MTSS, SEL, Nurtured Hearts, Terrace Metrics. Copy and past current plan.

3. **Describe the academic programming and training efforts the LEA 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 collaborative planning, educational intervention, 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.  Many students are transported from their schools daily to participate in work experiences, both within the district and the community.

4. **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 BSSD started participating in the Unified Bocce program and has inquired about starting a unified track team.  The district will continue to seek out opportunities for all our students that allow them to showcase their talents and skills.

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?**
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 regular 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 through email correspondence, viewing the district website, parent contacts when necessary, and social media posts. 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.

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)**

   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

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---|---|---|---|---|---|
| Mechanicsburg Area High School | Other | School District | Mechanicsburg Area School District | Deaf and Hard of Hearing 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 | 1 |
| New Story New Cumberland | Licensed Private Academic | | New Story | Emotional Support | 1 |
| 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 |
| River Rock Shiremanstown | Licensed Private Academic | | River Rock | Emotional Support | 1 |
| 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 |
| Yellow Breeches Educational Center | Licensed Private Academic | | Yellow Breeches Educational Center | Emotional Support | 9 |

# Positive Behavior Support

**Date of Approval**

2015-02-02

**Uploaded Files**

Board Policy 113.1 Behavior Support.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   The BSSD 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:
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 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 2021/2022 school year teachers have been provided with the opportunity to participate in professional development sessions related to trauma informed care, effective classroom management,  and de-escalation.  For the 2023-2024 school year, all staff members will receive the theory portion of Safety Care to understand behaviors, de-escalation techniques, and effective management techniques.
3. **Describe the district positive school wide support programs.**
   The Big Spring School District uses many strategies to support positive interventions in supporting 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 knowns through PBIS. Students are exposed to the three rules of PBIS through classroom management systems, building wide mini lessons, and in moments when they need to reflect on their own behavior. In addition, our school counseling staff pushes into classrooms programs such as Zones of Regulation and 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.
4. **Describe the district 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 employees one school social worker who works to connect families to community supports and provide some individual counseling services.  2. The District employees nine highly qualified school counselors to meet the short-term mental health needs of students.   3. The district has a contract with Care Solace where students and employees can call and receive immediate assistance in connecting to mental health resources in the community.
5. **Describe the district 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 calmed the student.   The District's Safety Cares trainers meet with staff annually to ensure they understand their duties when a student is involved in an ESPI.   A nurse's presence is recommended and they will not utilize an ESPI but is present 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, an Safety Care trainer that was not involved in the event meets with all staff members to review the incident and all decisions made. This dialogue helps staff notice triggers, plan for and reduce additional events, and provide training in the moment should the need arise. Finally, following an ESPI, staff completes an incident report that is entered in the RISC system as well as holds an IEP meeting with parents 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.**

we have one student placed on instruction in the home...we use the SES home reporting system... access intensive interagency through IU, through PATTAN,

## Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 03 | Secondary | Full-time (1.0) | 06/05/2023 01:58 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 20 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 40 | Elementary | Full-time (1.0) | 06/05/2023 01:54 PM |

| Building Name | |
|---|---|
| Oak Flat El Sch | |
| **Support Type** | |
| Life Skills Support | |
| **Support Sub-Type** | |
| | |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Elementary | 8 to 11 |
| Age Range Justification | | FTE % |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 05 | Elementary | Full-time (1.0) | 06/05/2023 01:53 PM |

| Building Name | |
|---|---|
| Oak Flat El Sch | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |

| Level of Support | | Case Load |
|---|---|---|
| Full-Time (80% or More) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 10 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 44 | Elementary | Full-time (1.0) | 06/05/2023 01:52 PM |

| Building Name |
|---|
| Oak Flat El Sch |
| **Support Type** |

| Learning Support | | |
| --- | --- | --- |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 12 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | | |
| --- | --- | --- |
| Oak Flat El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 12 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| --- | --- | --- | --- |
| 36 | Elementary | Full-time (1.0) | 06/05/2023 01:50 PM |

| Building Name |
| --- |
| Oak Flat 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%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 7 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 35 | Elementary | Full-time (1.0) | 06/05/2023 01:49 PM |

| **Building Name** | | |
|---|---|---|
| Oak Flat El Sch | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 38 | Elementary | Full-time (1.0) | 06/05/2023 01:47 PM |

| Building Name | | |
|---|---|---|
| Oak Flat El Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 8 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | | |
|---|---|---|
| Oak Flat El Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 8 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 34 | Elementary | Full-time (1.0) | 06/05/2023 01:44 PM |

| Building Name |
|---|
| Oak Flat El Sch |

| Support Type | | |
|---|---|---|
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 7 to 13 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 33 | Elementary | Full-time (1.0) | 06/05/2023 01:40 PM |

| Building Name | | |
|---|---|---|
| Oak Flat El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 9 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | |
|---|---|
| Oak Flat El Sch | |
| **Support Type** | |
| Learning Support | |

| Support Sub-Type | | |
|---|---|---|
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 9 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 37 | Elementary | Full-time (1.0) | 06/05/2023 01:38 PM |

| Building Name | | |
|---|---|---|
| Oak Flat El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 11 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | |
|---|---|
| Oak Flat El Sch | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |

| Level of Support | Case Load |
|---|---|
| Itinerant (20% or Less) | |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Elementary | 9 to 11 |

| Age Range Justification | FTE % |
|---|---|
| | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 31 | Elementary | Full-time (1.0) | 06/05/2023 01:36 PM |

| Building Name | | |
|---|---|---|
| Newville El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 11 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | |
|---|---|
| Newville El Sch | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 39 | Elementary | Full-time (1.0) | 06/05/2023 01:34 PM |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 20 | Elementary | Full-time (1.0) | 06/05/2023 01:33 PM |

| Building Name |
|---|
| Newville El Sch |
| **Support Type** |

| Speech And Language Support | | |
|---|---|---|
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 29 | Elementary | Full-time (1.0) | 06/05/2023 01:31 PM |

| **Building Name** | | |
|---|---|---|
| Newville El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 7 to 10 |
| **Age Range Justification** | | **FTE %** |
| | | |

| **Building Name** | |
|---|---|
| Newville El Sch | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |

| | | |
|---|---|---|
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 7 to 10 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 26 | Elementary | Full-time (1.0) | 06/05/2023 01:29 PM |

| | | |
|---|---|---|
| **Building Name** | | |
| Mount Rock Elem Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 9 |
| **Age Range Justification** | | **FTE %** |
| | | |

| | |
|---|---|
| **Building Name** | |
| Mount Rock Elem Sch | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |

| Itinerant (20% or Less) | | |
|---|---|---|
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 9 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 28 | Elementary | Full-time (1.0) | 06/05/2023 04:43 PM |

| **Building Name** | | |
|---|---|---|
| Mount Rock Elem Sch | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| The clinician services Grades K-5, but not outside the age range at the same time. | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 27 | Elementary | Full-time (1.0) | 06/05/2023 01:23 PM |

| **Building Name** |
|---|
| Mount Rock Elem Sch |

| Support Type | | |
|---|---|---|
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 12 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 32 | Elementary | Full-time (1.0) | 06/05/2023 01:21 PM |

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

| Building Name | | |
|---|---|---|
| Mount Rock Elem Sch | | |
| **Support Type** | | |
| Learning Support | | |

| Support Sub-Type | | |
|---|---|---|
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 11 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 23 | Secondary | Full-time (1.0) | 06/05/2023 01:19 PM |

| **Building Name** | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | |

| **Building Name** |
|---|
| Big Spring MS |
| **Support Type** |
| Learning Support |
| **Support Sub-Type** |
| Learning Support |

| Level of Support | | Case Load |
|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 17 | Secondary | Full-time (1.0) | 06/05/2023 01:17 PM |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 14 |
| **Age Range Justification** | | **FTE %** |
| | | |

| Building Name | |
|---|---|
| Big Spring MS | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Secondary | 12 to 14 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 41 | Secondary | Full-time (1.0) | 06/05/2023 01:16 PM |

| **Building Name** | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 8 to 17 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 21 | Secondary | Full-time (1.0) | 06/05/2023 01:14 PM |

| **Building Name** |
|---|
| Big Spring 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%) | |

| **Identify Classroom** | **Classroom Location** | **Age Range** |
|---|---|---|
| | Secondary | 14 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | |

| **Building Name** | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 14 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | |

| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
|---|---|---|---|
| 12 | Secondary | Full-time (1.0) | 06/05/2023 01:12 PM |

| **Building Name** |
|---|
| Big Spring MS |
| **Support Type** |
| Multiple Disabilities Support |
| **Support Sub-Type** |

| Multiple Disabilities Support | | |
|---|---|---|
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 24 | Secondary | Full-time (1.0) | 06/05/2023 05:21 PM |

| **Building Name** | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 3 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.06 |

| **Building Name** | | |
|---|---|---|
| Big Spring 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** |
| | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.05 |

| **Building Name** | |
|---|---|
| Big Spring MS | |
| **Support Type** | |
| Emotional Support | |
| **Support Sub-Type** | |
| Emotional Support | |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.05 |

| **Building Name** | |
|---|---|
| Big Spring MS | |
| **Support Type** | |
| Autistic Support | |
| **Support Sub-Type** | |
| Autistic Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 3 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 19 | Secondary | Full-time (1.0) | 06/05/2023 05:12 PM |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 12 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.24 |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 16 | Secondary | Full-time (1.0) | 06/05/2023 05:10 PM |

| Building Name | | |
|---|---|---|
| Big Spring 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 | 11 to 13 |
| **Age Range Justification** | | **FTE %** |
| | | 0.1 |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 18 | Secondary | Full-time (1.0) | 06/05/2023 05:08 PM |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.25 |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **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 | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.28 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 22 | Secondary | Full-time (1.0) | 06/05/2023 05:07 PM |

| Building Name |
|---|
| Big Spring MS |

| Support Type | | |
|---|---|---|
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 10 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 14 | Secondary | Full-time (1.0) | 06/05/2023 05:06 PM |

| Building Name | | |
|---|---|---|
| Big Spring MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.4 |

| Building Name | |
|---|---|
| Big Spring MS | |
| **Support Type** | |
| Learning Support | |

| Support Sub-Type | | |
|---|---|---|
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 13 | Secondary | Full-time (1.0) | 06/05/2023 05:05 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **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 | 14 to 18 |
| **Age Range Justification** | | **FTE %** |
| | | 0.05 |

| Building Name | |
|---|---|
| Big Spring HS | |
| **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 | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| --- | --- | --- | --- |
| 42 | Secondary | Full-time (1.0) | 06/05/2023 05:03 PM |

| Building Name | | |
| --- | --- | --- |
| Big Spring HS | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | Case Load |
| Itinerant (20% or Less) | | 6 |
| **Identify Classroom** | Classroom Location | Age Range |
| School District | Secondary | 15 to 21 |
| **Age Range Justification** | | FTE % |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.5 |

| Building Name | |
| --- | --- |
| Big Spring HS | |
| **Support Type** | |
| Autistic Support | |
| **Support Sub-Type** | |
| Autistic Support | |
| **Level of Support** | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | 4 |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Secondary | 15 to 21 |
| **Age Range Justification** | | **FTE %** |
| | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 09 | Secondary | Full-time (1.0) | 06/05/2023 05:02 PM |

| **Building Name** | | |
|---|---|---|
| Big Spring HS | | |
| **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 | 14 to 18 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.15 |

| **Building Name** | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 21 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 14 to 18 |

| Age Range Justification | FTE % |
|---|---|
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | 0.42 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 10 | Secondary | Full-time (1.0) | 06/05/2023 04:58 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 10 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 18 to 19 |
| **Age Range Justification** | | **FTE %** |
| | | 0.2 |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **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 | 18 to 19 |
| **Age Range Justification** | | **FTE %** |
| | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 07 | Secondary | Full-time (1.0) | 06/05/2023 04:50 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 21 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.3 |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **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 | Secondary | 16 to 21 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 04 | Secondary | Full-time (1.0) | 06/05/2023 04:49 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 21 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.55 |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 6 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 20 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 02 | Secondary | Full-time (1.0) | 06/05/2023 04:47 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 21 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.3 |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 21 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 01 | Secondary | Full-time (1.0) | 06/05/2023 04:46 PM |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **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 | Secondary | 14 to 20 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.4 |

| Building Name | | |
|---|---|---|
| Big Spring HS | | |
| **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 | 14 to 20 |
| **Age Range Justification** | | **FTE %** |
| An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range. | | 0.05 |

## Special Education Facilities

| Building Name | | Room # | |
|---|---|---|---|
| Big Spring HS | | 100 | |
| **School Building** | | **Building Description** | |
| | | | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 10 feet, 10 inches x 10 feet, 10 inches | 117sqft | 4 | |
| **Implementation Date** | | | |
| 2023-02-07 | | | |
| **Uploaded Files** | | | |
| | | | |

**1Assurance Check**

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

| Building Name | | Room # | |
|---|---|---|---|
| Big Spring HS | | 213 | |
| **School Building** | | **Building Description** | |
| | | | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 0 feet, 0 inches x 0 feet, 0 inches | 0sqft | 0 | |
| **Implementation Date** | | | |
| 2023-06-05 | | | |
| **Uploaded Files** | | | |
| | | | |

**2Assurance Check**

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

# 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 | 4 | Secondary | District |
| Guidance Counselor | 3 | Elementary | District |
| Transition Coordinator | 1 | Secondary | District |
| Behavior Specialist | 1 | District Wide | District |
| Paraprofessionals | 37 | District Wide | District |

# Special Education Personnel Development

## Autism

| Description of Training | | | |
|---|---|---|---|
| ABA Behavior Training | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Jennifer Tomasov/BCBA | | 2023<br>2024<br>2025<br>2026 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | District | General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers |

## Positive Behavior Support

| Description of Training | | | |
|---|---|---|---|
| Safety Cares Theory and De-escalation Strategies | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Jennifer Tomasov/BCBA | | 2023<br>2024<br>2025<br>2026 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers |

| | | | Other |
|---|---|---|---|
| | | | |

## Paraprofessional

| Description of Training | |
|---|---|
| Supporting Students in the General Education Setting | |

| Lead Person/Position | Year of Training |
|---|---|
| Student Services Staff | 2023<br>2024<br>2025<br>2026 |

| 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 | 2023 |

| Hours Per Training | Number of Sessions | Provider | Audience |
|---|---|---|---|
| 1 | 1 | District | Paraprofessionals |

## Transition

| Description of Training | |
|---|---|
| Aligning Transition goals and IEP goals | |
| **Lead Person/Position** | **Year of Training** |

| | |
|---|---|
| Ashley Gleeson/Transition Coordinator | 2023<br>2024<br>2025<br>2026 |

| Hours Per Training | Number of Sessions | Provider | Audience |
|---|---|---|---|
| 2 | 3 | District | Parents<br>Special Education Teachers |

## Science of Literacy

| Description of Training | | | |
|---|---|---|---|
| Structured Literacy | | | |

| Lead Person/Position | | Year of Training | |
|---|---|---|---|
| PaTTAN | | 2023 | |

| Hours Per Training | Number of Sessions | Provider | Audience |
|---|---|---|---|
| 1 | 6 | PaTTAN | General Education Teachers<br>Special Education Teachers |

## Parent Training

| Description of Training | | | |
|---|---|---|---|
| Transition to Adulthood | | | |

| Lead Person/Position | | Year of Training | |
|---|---|---|---|
| District Staff, CPARC, OVR etc. | | 2023<br>2024<br>2025<br>2026 | |

| Hours Per Training | Number of Sessions | Provider | Audience |
|---|---|---|---|

| | | District Other | Parents |
|---|---|---|---|
| 1 | 1 | | |

| Description of Training | | | |
|---|---|---|---|
| ABA Based Behavioral Training- Supports in the Home | | | |
| **Lead Person/Position** | | **Year of Training** | |
| District BCBA | | 2023<br>2024<br>2025<br>2026 | |
| **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 | | 2023 | |
| **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** |

| Brooke Say, Esquire/District Solicitor | 2023<br>2024<br>2025<br>2026 | | |
|---|---|---|---|
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 1 | Other | 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**