

Big Beaver Falls Area SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

1503 8th Avenue
Beaver Falls, PA 15010-4065
(724) 843-3470
Superintendent: Donna Nugent
Director of Special Education: Joyce Depenhardt

Planning Process

Strategic Planning is critical to the academic growth for our students in the Big Beaver Falls Area School District. It is with pleasure that the BBFASD presents this three year plan. This Plan represents the collaborative efforts of administration, faculty, staff, parents, guardians, students and the community and follows the State Board of Education guidelines in Chapter 4.

This Strategic Plan sets forth a mission statement for the BBFASD, as well as a vision statement and shared values to guide the District in delivering top educational programs and opportunities. This Plan provides an overview of how the District will work to meet and exceed PA Core Standards and outlines the programs and services available to students. This Plan serves as a framework for the BBFASD, as it continues to strive towards academic excellence.

BBFASD's Strategic Plan was developed by using a variety of data points. These results were analyzed by various District teams established through the Strategic Planning process. These teams worked diligently to create systems that would support raising student achievement by focusing on the characteristics of high performing educational facilities. Teams collaborated to develop systems that focus on the following items:

1. High Standards and Expectations
2. Focused Professional Development
3. Curriculum, Instruction and Assessment Aligned with Standards
4. Effective District Leaderships
5. Frequent Monitoring of Teaching and Learning
6. Supportive Learning Environment
7. High Levels of Community and Parent Involvement

Once the systems were developed, they were presented to the administration team. Prior to board approval, BBFASD's Strategic Plan was placed on public display. Public feedback and comments were gathered and considered. Necessary revisions were made. After there was an opportunity to collaborate and the Plan was finalized. It was then presented to the BBFASD Board of Education for approval.

Through numerous meetings, workshops, small group discussions, teams were responsible for the following:

- Examine Needs Assessment results
- Review data results and current trends in educational research
- Develop systems that support academic achievement and growth

Mission Statement

The Big Beaver Falls Area School District is committed to providing an exemplary educational experience that is built on trust, embraces diversity and fosters a strong foundation through rigorous and well-rounded educational programs.

Vision Statement

The Big Beaver Falls Area School District will serve as the core of a diverse community of life-long learners, which will provide high academic standards and challenging progressive learning experiences for all students. The vision of our school district will be achieved within a safe, inviting, nurturing environment generating responsible and self-sustaining citizens.

Shared Values

Members of the Big Beaver Falls Area School District community share the following values:

1. We believe in promoting student-centered schools where learning may take place in a safe environment.
2. We believe that all children can be academically successful.
3. We believe in the collaborative efforts between the school district and the community.

4. We believe in supporting our staff's continued professional development in their respective fields.
5. We believe in establishing a firm educational foundation for the children in our school district.

Educational Community

The first public school in Beaver Falls opened in 1867. It was a two-room schoolhouse on Seventh Avenue. Beaver Falls High School, the first established high school in Beaver County, held its first commencement exercises on May 20, 1879. Currently, the Big Beaver Falls Area School District serves a diverse population consisting of children from seven different municipalities including the City of Beaver Falls, the Boroughs of Big Beaver, Eastvale, Homewood, Koppel and New Galilee and White Township. The district enrolls approximately 1,800 students in two elementary schools, a middle school and a high school.

Central Elementary School, located on the Beaver Falls Campus, serves approximately 500 children in Pre-Kindergarten through fifth grade. At Central, we offer both a Pennsylvania Pre-K Counts class, as well as a Head Start Pre-K class. **Big Beaver Elementary School** often referred to as "the school in the country," serves approximately 350 children in Kindergarten through fifth grade. Both elementary schools provide a well-rounded program that emphasizes the PA Core Standards with intense instruction in English, reading, mathematics, science and social studies. Children are also offered opportunities to learn in the areas of art, music, physical education, library, nutrition and character education.

Beaver Falls Middle School and **Beaver Falls High School** are also located on our downtown campus. Our Middle School services approximately 400 students in grades six through eight. Middle School students are offered a variety of courses aligned to the PA Core Standards including the following: English, reading, pre-algebra, algebra, science, social studies, physical education, band, instrumental music, chorus, family consumer science, lab science, line and design art.

Our High School services approximately 500 students in grades nine through twelve. Students may select courses from a menu of options in the areas of: English, social studies, mathematics, science, foreign language, business, computer technology, industrial arts, technology education, fine and practical arts, performing arts, and health and physical education.

Planning Committee

Name	Role
Todd Allen	Board Member
Steve Beck	Secondary School Teacher - Special Education
Allen Bozic	Board Member
Joyce Depenhart	Administrator
Linda Edel	Administrator
Bryan Fabyanic	Administrator
Jennifer Hawthorne	Middle School Teacher - Regular Education
Kate Holzer	Elementary School Teacher - Special Education
Tom House	Administrator
Karen Jeannette	Elementary School Teacher - Regular Education
Tammy Kuriger	Middle School Teacher - Special Education
Joanne Lecrone	Elementary School Teacher - Regular Education
MaryBeth Leeman	Administrator
Michelle Micija	Secondary School Teacher - Regular Education
Ron Miller	Board Member
Sharon Milovich	Ed Specialist - School Psychologist
Donna Nugent	Administrator
Toni Rowe-Dean	Parent
Susan Smith	Board Member
Amy Tomak	Secondary School Teacher - Regular Education
Valarie Williams	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The BBFASD faculty is currently working on mapping and aligning curriculum to the newly adopted PA Core Standards, thus curriculum is developing in most areas. For standards areas checked "Needs Improvement" or "Non Existent", there is no stand alone district curriculum; however, the standards for these areas may be embedded into other developed curricular areas.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Needs Improvement	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The BBFASD faculty is currently working on mapping and aligning curriculum to the newly adopted PA Core Standards, thus curriculum is developing in most areas. For standards areas checked "Needs Improvement" or "Non Existent", there is no stand alone district curriculum; however, the standards for these areas may be embedded into other developed curricular areas.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs	Needs

	Improvement	Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Developing	Developing
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The BBFASD faculty is currently working on mapping and aligning curriculum to the newly adopted PA Core Standards, thus curriculum is developing in most areas. For standards areas checked "Needs Improvement" or "Non Existent", there is no stand alone district curriculum; however, the standards for these areas may be embedded into other developed curricular areas.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The BBFASD faculty is currently working on mapping and aligning curriculum to the newly adopted PA Core Standards, thus curriculum is developing in most areas. For standards areas checked "Needs Improvement" or "Non Existent", there is no stand alone district curriculum; however, the standards for these areas may be embedded into other developed curricular areas.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Grade level teams will continue to meet and focus on developing these areas through data team meetings. These regularly scheduled meetings are focused on raising student achievement by addressing the items listed above. Building level teams will continue to discuss and gather evidence on progress made in these areas. Progress will be documented and reported to the administration team and curriculum council to ensure growth in these areas, with the goal to have these practices well established and accomplished.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Grade level teams will continue to meet and focus on developing these areas through data team meetings. These regularly scheduled meetings are focused on raising student achievement by addressing the items listed above. Building level teams will continue to discuss and gather evidence on progress made in these areas. Progress will be documented and reported to the administration team and curriculum council to ensure growth in these areas, with the goal to have these practices well established and accomplished.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards	Developing

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Grade level teams will continue to meet and focus on developing these areas through data team meetings. These regularly scheduled meetings are focused on raising student achievement by addressing the items listed above. Building level teams will continue to discuss and gather evidence on progress made in these areas. Progress will be documented and reported to the administration team and curriculum council to ensure growth in these areas, with the goal to have these practices well established and accomplished.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Department teams will continue to meet and focus on developing these areas through data team meetings. These regularly scheduled meetings are focused on raising student achievement by addressing the items listed above. Building level teams will continue to discuss and gather evidence on progress made in these areas. Progress will be documented and reported to the administration team and curriculum council to ensure growth in these areas, with the goal to have these practices well established and accomplished.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The BBFASD ensures that modifications and accommodations are provided to all students who need them and are designed in a manner that avoids stigmatizing students while providing meaningful educational benefit. District personnel consider a modified curriculum, effective behavioral support, teacher training and the provision of a paraeducator, if necessary to provide the modifications and accommodations in the least restrictive environment. Additionally, IEP teams consider the need for modifications and accommodations based on the level of need of each student with the areas of academics and functional needs (e.g., study skills, behavior, language, etc.).

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators
- Building Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

At BBFASD, we understand the importance of implementing effective teaching practices, thus through the District Action Planning a series of procedures have been developed to discuss, monitor and reflect faculty's teaching practices. By focusing on instructional practices, we want to ensure students are provided the best educational opportunities. First, grade level/department and data team meetings have been scheduled on a regular basis to analyze data results and discuss effective teaching strategies to address student's academic needs. This forum is for faculty to review student data, share teaching strategies and reflect on instruction. In addition, it is an opportunity to examine differentiated instruction activities that support student learning and academic growth. To ensure these meetings are focused, a district level meeting form was designed. This form provides teams/departments guiding questions to discuss, share and reflect on meaningful teaching techniques. To support this initiative, weekly administrative walk throughs have been added. Through ten biweekly walk throughs, building administrators concentrate on effective teaching strategies and provide their educational leadership to improve instruction. Lastly, BBFASD is utilizing the Charlotte Danielson Differentiated Supervision Model to develop and strengthen instruction.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

BFHS faculty will attend an upcoming PIIC training in November 2013, with the intent to establish literacy coaches. Once trained, teachers can work with one another in peer evaluations and coaching situations.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The BBFASD posts all professional vacancies in the regional newspapers, on the district's website and on other professional websites. Phase I of the BBFASD interview process is the initial screening of all candidate's applications, resumes and credentials. Phase II is the first round of face to face interviews with a panel of building administrator(s) and faculty members. Here, the panel asks each candidate a series of scripted questions that is consistently refined based on the particular vacancy. Phase III – successful candidates are required to conduct a demonstration lesson specific to a predetermined PA Core standard. A panel of administrators and faculty members evaluate the demonstration lesson using an established rubric. At the conclusion of the lesson, there is a panel discussion with each candidate about specific aspects of his/her lesson. Phase IV – successful candidates are then brought to a panel of Board of Education Directors and administrators, where there is another round of scripted questions. Final Phase – lastly, the successful candidate is presented to the entire Board of Education Directors for approval. Throughout the entire process, the interview panels are focused on hiring the most effective and highly qualified teacher to meet the learning needs of the students at BBFASD.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	26.00	26.00	26.00	26.00	26.00	26.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00	3.00	3.00	3.00
Electives	5.00	5.00	5.00	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work					X	X
Civics and Government		X		X		X
Common Core Standards: English Language Arts		X		X		X
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
Common Core Standards: Mathematics		X		X		X
Economics		X		X		X
Environment and Ecology		X		X		X
Family and Consumer Sciences		X		X	X	X
Geography		X		X		X
Health, Safety and Physical Education		X	X	X	X	X
History		X		X		X
Science and Technology and Engineering Education		X		X		X
World Language		X				X

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

Methods and Measures**Summative Assessments**

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed CBAs	X	X	X	X
Textbook Assessments	X	X	X	X
Written Work	X	X	X	X
PASA		X	X	X
PSSA		X	X	
Keystones			X	X

AP Exams				X
PSAT/SAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Textbook Assessments	X	X	X	X
DIBELS	X	X		
4Sight Assessments		X	X	
Teacher Developed CBAs	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, Performance, Products and Projects	X	X	X	X
Portfolio of Work	X	X	X	X
Exit Ticket	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X	X	X
Scientific Experiments	X	X	X	X
Teacher Developed CBAs	X	X	X	X
Textbook Assessments	X	X	X	X
Written Work	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs			X	X
Study Island			X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

During grade level/department meetings, faculty members and administrators discuss and review assessment practices. They also utilize this time to develop various types of curriculum based assessments to measure student's academic growth. Data team meetings are another opportunity that faculty and administrators have to review, analyze and develop assessments.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

During grade level/department meetings, faculty members and administrators discuss and review assessment practices. They also utilize this time to develop various types of curriculum based assessments to measure student's academic growth. Data team meetings are another opportunity that faculty and administrators have to review, analyze and develop assessments.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Data is collected using OnHands. The OnHands data warehouse regularly extracts data points from a number of BBFASD assessment sites and imports the information to their system.

OnHands allows users to view, sort and organize data result to make data informed decisions. Information in this system is easily retrieved. Faculty and administration analyze assessment data on a regular basis during Data Team Meetings. During these meetings, teams discuss strengths, weaknesses and trends from the cohort and individual data reports. After the team has analyzed the data, a plan is created to address areas of concern with a schedule for implementation. The following Data Team Meeting, the team will reflect on effective teaching strategies and activities that supported academic growth and discuss further remediation, if needed.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

During grade level/department meetings, faculty members discuss and review assessment data results. They also utilize this time to analyze various types of formal and informal assessment results to check academic growth. Data team meetings are another opportunity that faculty have to review and analyze data. During both of these scheduled times, teams/departments concentrate on how to effectively support student learning. Once faculty members have reviewed the data results, they discuss and plan remediation and enrichment opportunities to

support student's academic needs. Whether it's through RTII, flexible grouping, learning centers, differentiate instruction or tutoring, faculty members are committed to providing all students educational opportunities to raise academic achievement.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

During grade level/department meetings, faculty members discuss and review assessment data results. They also utilize this time to analyze various types of formal and informal assessment results to check academic growth. Data team meetings are another opportunity that faculty have to review and analyze data. During both of these scheduled times, teams/departments concentrate on how to effectively support student learning. Once faculty members have reviewed the data results, they discuss and plan remediation and enrichment opportunities to support student's academic needs. Whether it's through RTII, flexible grouping, learning centers, differentiated instruction or tutoring, faculty members are committed to providing all students educational opportunities to raises academic achievement.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP or other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The BBFASD uses all strategies pro-actively to inform parents, guardians and the community about the summative assessments. The information that is shared includes the purpose for the assessments, time lines for the exams and results of the assessments. Information is disseminated via a variety of media forms to include hard and electronic copies. It is also shared at parent, community and board meetings. Currently, faculty members are working on course pacing guides which will include a variety of assessment information. Once these guides are finalized they will be published on the BBFASD website and hard copies will be available for parents, guardians and/or community members in the main offices of the buildings.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

As mentioned in previous sections, the BBFASD administration and faculty is committed to providing all students an excellent academic foundation. Through the District Action Planning, systems have been designed to assist and support all schools to meet/exceed the annual student achievement targets, now known as the Annual Measurable Objectives (AMO). The systems focus on the following items:

- Focused Professional Development

- High Standards and Expectations
- Curriculum, Instruction and Assessment Aligned with Standards
- Effective District Leaderships
- Frequent Monitoring of Teaching and Learning
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

BBFASD's professional development is focused on enhancing all the aspects of education that will support raising student achievement. The administration team has designed annual professional development opportunities aligned with PDE's mandates and educational components that will strengthen the programs and services offered at BBFASD. With the adoption of Chapter 4 and the PA Core Standards, it was evident that our first priority was working on core standards and expectations through curriculum, instruction and assessment alignment. To ensure content areas are aligned to the PA Core Standards, faculty members evaluated course curriculum; then created and refined curriculum maps/pacing guides to address standards and increase rigor by incorporating higher level thinking activities. Throughout this process, professional development opportunities supported this initiative. In addition, grade level/department meetings were scheduled on a regular basis to provide additional opportunities for faculty to discuss how to strengthen BBFASD educational programs and raise student achievement. During these meetings, faculty members are encouraged to explore effective teaching practices to support student learning. Additionally, data team meetings were revised to focus on how to support academic growth. Both the administration and faculty understand the importance of student academic growth regardless of proficiency levels. There is a renewed commitment from the administration team to work with the faculty to provide effective educational leadership and support student academic growth. Systems were implemented to improve the monitoring of teaching and student learning. Administration and faculty are working collaboratively to address academic concerns and strengthen educational programs. In addition, there is a strong focus to support student learning at all levels. It is through effective educational leadership, meaningful instruction and supportive school programs; we will strengthen the learning environment in all BBFASD schools. Lastly, BBFASD is committed to strengthening the levels of community and parent involvement. The administration and faculty understand that having strong parent/guardian relationships will support students on their educational journey. By increasing the various forms of communication to parents/guardians, we strive to improve parent/guardian involvement at school functions, outside of athletic events. We hope to foster the pride that is associated with our community and sports programs, so that our academic programs receive the same, if not more respect.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Currently, the BBFASD does not have a School Resource Officer, although the school district has a great working relationship with the local police department. Three of the school buildings in the district are within one block of the police department headquarters and the other elementary is under the jurisdiction of the Pennsylvania State Police. Additionally, although the elementary schools do not run a Student Assistance Program, RtII is implemented at both Central and Big Beaver, which is a more age appropriate program.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

Whether a parent/guardian requests a gifted evaluation or a faculty member, the gifted screening process is the same. First, the permission to evaluate document is sent to the parents/guardians. Once the school receives the parental/guardian permission, the process begins. Next, the guidance counselors send a packet for the student's teachers to complete. After all packets are returned, the information is compiled and entered into a screening matrix. Using this screening matrix, data results are tabulated to determine if there is a need to proceed with a psychological evaluation. Parents/guardians are notified about the screening results and informed how the process will continue. If the data reflects that there is no need to proceed with an evaluation, faculty members explore additional educational opportunities to extend the student's learning. If the data reflects the student should be tested, the BBFASD school psychologist will complete the matrix and evaluation within forty-five school days. After the evaluation, the psychologist has ten school days to complete the written evaluation report. Parents/guardians and the guidance counselor will then receive a copy of the evaluation results within five school days. If the evaluation reflects the student did not meet the gifted eligibility, faculty members explore additional educational opportunities to extend the student's learning.

If the student meets the gifted eligibility requirements, the appropriate faculty members are notified. Lastly, the gifted teacher will convene the GIEP team and a GIEP will be written within the next thirty calendar days.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The BBFASD provides comprehensive developmental services for all students. District services focus on meeting the physical, social, emotional and academic needs for all students.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X

Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The BBFASD provides comprehensive services for all students. District services focus on meeting the physical, social, emotional and academic needs for all students.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The BBFASD provides comprehensive services for all students. District services focus on meeting the physical, social, emotional and academic needs for all students.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X

Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

During grade level/department meetings, faculty members discuss and review assessment data results. They also utilize this time to analyze various types of formal and informal assessment results to measure growth towards proficiency. Data team meetings are another opportunity that faculty have to review and analyze data. During both of these scheduled times,

teams/departments concentrate on how to support student learning. Once faculty members have reviewed the data results, they discuss and plan remediation and enrichment opportunities to support student's academic needs. Whether it's through RTII, flexible grouping, learning centers, differentiated instruction or tutoring, all faculty members are trained and committed to support student academic growth.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The BBFASD works collaboratively with Early Intervention, Pre-Kindergarten, Day Care, After School and community programs to provide social, emotional, physical and academic support for students. Building and district administration, deans of students, counselors, nurses and the school psychologist reach out to community agencies and organizations to identify students in need of additional support services. Once identified, administration and faculty assist students, parents/guardians with accessing these services. We also work with these organizations to develop seamless transition plans for students as they move from one setting to another.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The BBFASD coordinates with the Beaver Valley Intermediate Unit (BVIU) who serves preschool age children with disabilities through Early Intervention. BBFASD and BVIU work collaboratively to identify and service children with disabilities and ensure a smooth transition to Kindergarten, "without interruption in program, and with appropriate procedural protections, as required under 20 U.S.C. 1419 (IDEA)" (PDE-BEC). Specific strategies to ensure a seamless transition into

the school-age setting are in place. The BBFASD and BVIU schedule transition meetings with parents/guardians to discuss school age programming. Other outside agencies are invited as needed. The outcome of these transition meetings ensure that Special Education programs, supports and accommodations for each child are not interrupted as they transition into Kindergarten. Lastly, the District and BVIU communicate on a regular basis through student observations, participation in MDE/IEP meeting and dialogue with current service providers.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As the BBFSD curricula moves toward the PA Core Standards, it is critical to review our educational materials and resources to ensure that all materials and resources are aligned to the standards and provide rigor. Faculty members scour over the materials and resources that they are using in their classroom. At grade level/department meetings, faculty members share educational materials and resources with colleagues. Teams/departments seek materials and resources to expose students to rigorous curriculum and reinforce higher-level thinking skills. Grade level/department discussions will continue to be supported by administration to ensure "Accomplishment" of standard based, high quality educational opportunities.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

As the BBFASD curricula moves toward the PA Core Standards, it is critical to review our educational materials and resources to ensure that all materials and resources are aligned to the standards and provide rigor. Faculty members scour over the materials and resources that they are using in their classroom. At grade level/department meetings, faculty members share educational materials and resources with colleagues. Teams/departments seek materials and resources to expose students to rigorous curriculum and reinforce higher-level thinking skills. Grade level/department discussions will continue to be supported by administration to ensure the "Accomplishment" of standard based, high quality educational opportunities.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As the BBFASD curricula moves toward the PA Core Standards, it is critical to review our educational materials and resources to ensure that all materials and resources are aligned to the standards and provide rigor. Faculty members scour over the materials and resources that they are using in their classroom. At grade level/department meetings, faculty members share educational materials and resources with colleagues. Teams/departments seek materials and resources to expose students to rigorous curriculum and reinforce higher-level thinking skills. Grade level/department discussions will continue to be supported by administration to ensure the "Accomplishment" of standard based, high quality educational opportunities.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As the BBFASD curricula moves toward the PA Core Standards, it is critical to review our educational materials and resources to ensure that all materials and resources are aligned to the standards and provide rigor. Faculty members scour over the materials and resources that they are using in their classroom. At grade level/department meetings, faculty members share educational materials and resources with colleagues. Teams/departments seek materials and resources to expose students to rigorous curriculum and reinforce higher-level thinking skills. Grade level/department discussions will continue to be supported by administration to ensure the "Accomplishment" of standard based, high quality educational opportunities.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The District's utilization of SAS materials and resources will continue to grow. Over time, more content area teachers are accessing and using the information on the SAS website.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable

Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The District's utilization of SAS materials and resources will continue to grow. Over time, more content area teachers are accessing and using the information on the SAS website.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

	classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The District's utilization of SAS materials and resources will continue to grow. Over time, more content area teachers are accessing and using the information on the SAS website.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district

	classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The District's utilization of SAS materials and resources will continue to grow. Over time, more content area teachers are accessing and using the information on the SAS website.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

The Big Beaver Falls Area School District has a Wide Area Network (WAN) that connects four schools within the district. Our district WAN has a transport capacity speed of 1000 megabytes/second. The district internet capacity is currently 100 megabytes/second. The WAN is used for applications such as file sharing, administrative function, digital content, student information and staff e-mail as well as twenty internet based applications and textbook software. The majority of the 1800 computers within the district are identified as either high or mid capacity. The district primarily uses desktop computers, laptops and iPads. It is a goal for the 2013-2014 school year to continue using our 1-1 computer setup to deliver additional cloud content and deliver a fully aligned curriculum based on common core. We believe our network and internet bandwidth capacity is above the statewide average. Instructionally, we are at the capacity appropriate for our school environment.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

The district is focusing on Data Driven Instruction. Technology such as smart white boards, increased bandwidth and a central easily updated computer image will be key in driving this program. Our technology must be dynamic and have the ability to accommodate future ventures into cloud computing while maintaining security and giving the teachers the ability to monitor and drive instruction in a group setting. Given the decreases in funding we must be able to do more with less and a stable technology backbone will be a critical link to achieve our goals. Specifically, we are looking at better software to drive dynamic instruction with a centralized complete database easily accessible to meet the needs of our teachers.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X

Instructs the leader in managing resources for effective results.	X	X	X	X
---	---	---	---	---

Provide brief explanation of your process for ensuring these selected characteristics.

As mentioned in previous sections through the District Action Planning, various systems have been designed and implemented to focus on strengthening professional education for faculty, as well as for administration. District professional development opportunities are student focused, with the concentration of how to address student's diverse learning needs and raise student achievement. Additionally during professional development, faculty members concentrate on content areas to develop curriculum, instruction, assessments and interventions.

Administrators provide guidance and support as teachers develop more rigorous educational opportunities for students. Through grade level/department and data team meetings, the faculty and administration work collaboratively to develop and improve teaching practices.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

As mentioned above, district professional development opportunities are student focused with the concentration of how to address student's diverse learning needs and raise student

achievement. Additionally during professional development, faculty members concentrate on content areas to develop curriculum, instruction, assessments and interventions. The BBFASD administration team understands the importance of professional development being focused and implemented with fidelity, thus administrators participate in all professional development with the faculty. Again through the District Action Planning, systems were designed and implemented to monitor the fidelity of district initiatives. Data team meetings are scheduled on a regular basis to focus on student academic growth. A standard district form has been designed to focus on student achievement, curriculum, instruction and interventions.

Administrators have provided professional development on data analysis, curriculum alignment, effective teaching practices, informal and formal assessments. By utilizing the forms and biweekly walk throughs, administrators can address fidelity and implementation concerns.

In addition, grade level/department meetings are also scheduled on a regular basis to provide an opportunity for teachers and administrators to discuss a variety of educational items. These are examples of the checks and balances that have been implemented to ensure fidelity across the district.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

The BBFASD induction plan is a well established program with all evidence documented. Each month, the Director of Student Services meets with the inductees to discuss a variety of best educational practices. For each monthly meeting, there is a set agenda with time set aside for a round table discussion. These monthly meetings provide an opportunity for inductees to become familiar with district policies and procedures, school initiatives, curriculum and assessment practices. Additionally, each inductee is assigned a mentor to guide them through the first year at BBFASD. Mentors are required to meet with the inductee on a regular basis and submit monthly logs. The BBFASD induction is a comprehensive program that provides inductees with meaningful experiences.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The BBFASD induction plan is a well established program with all evidence documented. Each month, the Director of Student Services meets with the inductees to discuss a variety of best educational practices. For each monthly meeting, there is a set agenda with time set aside for a round table discussion. These monthly meetings provide an opportunity for inductee to become familiar with district policies and procedures, school initiatives, curriculum and assessment practices. Additionally, each inductee is assigned a mentor to guide them through the first year at BBFASD. Mentors are required to meet with the inductee on a regular basis and submit monthly logs. The BBFASD induction is a comprehensive programs that provides inductee with meaningful experiences.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

As mentioned above, each inductee is assigned a mentor to guide them through the first year at BBFASD. Building administrator(s) assign each inductee a mentor. The administration team has high expectations for each mentor and has criteria which they use to select inductee's mentors. This criteria is aligned with the characteristics that are listed above. Not only are mentors responsible for guiding inductees through the first year at BBFASD, they must submit evidence of the induction activities in which they participate. The administration team understands that effective mentors are a critical component to the success of the inductee's first year; thus, administrators carefully consider those teachers who serve as mentors.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse	X		X		X	

learners						
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

As mentioned, the inductees meet monthly with the Director of Student Services. Even though there is a set agenda, at each meeting there is an opportunity for a round table discussion to address inductee's questions and/or concerns. Additionally, at the end of each meeting the Director of Student Services asks the inductees if they have specific topics that they would like to focus on during future meetings. To date, the inductees have been extremely open and honest about additional topics they would like to discuss in upcoming meet. The ultimately goal is to develop and strengthen inductee's teaching practices. The BBFASD induction program has a built in monitoring process component, where the inductees, mentors, building administrators and Director of Student Services must regularly document progress in the program. This induction program is designed to support the inductee's needs by working collaboratively as a team to encourage and support effective teaching practices. Each month, mentors complete and submit documentation that outlines monthly induction activities, to include any questions, concerns and/or challenges. The Director of Student Services addresses all items brought to her attention. Finally, at the end of the year one induction program, inductees, mentors and building principals complete a survey to determine the effectiveness of the program. Once surveys are submitted and compiled, the Director of Student Services shares the results with the administration team. From there, revision to the induction program are considered.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **199**

Identification Method

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

The Beaver Falls Area School District conducts ongoing assessments and progress monitoring of all its students. For those students who are considered "at-risk" and fail to make adequate progress in the curriculum either academically or behaviorally, RtII teams at the elementary building level (SAP Teams at the middle school and high school levels) begin the process of identifying problem areas, setting measurable goals and then devising a plan and timeline for implementing instructional/behavioral strategies. Documentation of all data is critical for establishing baseline and subsequent benchmarks. Once the timeline has been established, periodic review of the data is conducted by the Teams. After reviewing all data obtained and progress monitoring results, these Teams comprised of a Principal, guidance counselor, classroom teacher, Title I teacher, parent and other school personnel as deemed necessary, make a decision whether to continue with ongoing interventions, exit from the support process, or make a referral for a multidisciplinary evaluation to determine eligibility and need for special education services. Currently, the district is implementing RtII enrichment or intervention time for all students at the elementary level in grades K-5, in which the content areas of Reading/Language Arts are targeted. The district plans to expand RtII enrichment or intervention time to include the content area of mathematics beginning the 2013-14 school year, provided an effective screening/assessment tool can be obtained. Once a referral for a multi-disciplinary evaluation is made, forms (permission to evaluate and prior written notice) are generated for parent signature to proceed with the evaluation process. A questionnaire is also generated at this time to get input from parents regarding background, health history, learning concerns and suggestions for possible programming. Classroom observations are completed by school personnel and reported via a teacher questionnaire that also includes current academic, instructional, and behavioral information and whether progress has been made. Additional assessments are administered to further determine intellectual ability, developmental needs, academic strengths and weaknesses, and social and behavioral functioning. All data and information is analyzed to determine whether a student is achieving within expected levels based upon their age and cognitive ability. Factors such as medical history, vision, hearing, mental retardation, emotional disturbance, limited English proficiency, environmental, cultural and economic disadvantage are considered. At the present time, the Big Beaver Falls Area School District uses the severe discrepancy between intellectual ability and achievement model to determine eligibility of a specific learning disability. If a student does not appear to be making progress according to their age and state approved grade level standards,

does not display one of the above mentioned factors, and demonstrates a pattern of strengths or weaknesses suggestive of a specific learning disability; then that student is thought to have a specific learning disability in one or more of the following categories: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem-solving. Recommendations are then made to the IEP Team, who then determines the appropriate programming needs in the form of an IEP for the student.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

With regard to the percent of special education enrollment by disability, BBFASD has 11.5% special education population while the state average is 15.1% according to the 2011-12 Data Report. BBFASD is below the state's average and is not significantly disproportionate. This is consistent with the following categories: autism, deaf blindness, hearing impairment, including deafness, multiple disabilities, orthopedic impairment, specific learning disabilities, speech or language impairment, traumatic brain injury, and visual impairment including blindness. The BBFASD has 10.0% of its special education students identified with an emotional disturbance while the state average is 8.6%. We believe this is a disproportionate figure. When we analyze the data, it appears that most of these students were identified by another LEA prior to enrolling in BBFASD. With regard to the category of intellectually disability (formally referred to as mental retardation) 9.5% of our students are identified, while the state average is 7.1%. We do believe this serves as a disproportionate figure as well. Again, as we analyze data, it becomes apparent that many of these students are also transfers that have previously been identified by another LEA. We have also determined that many of these students typically are educated longer, at least until the age of 21. Therefore, these students stay within our enrollment and are counted for longer periods of time. The last category is other health impairment. The district has 12.9% of its special education students identified, whereas the state average is 10.1%. This is also disproportionate. Data analysis indicates that the BBFASD is experiencing an increasing number of students obtaining medical diagnoses which include ADHD, asthma, diabetes, and epilepsy/seizure history. The chronic nature and acuteness of these health problems often adversely affect educational performance, thus many students require evaluations that determine they meet criteria under this category. Another factor that we believe contributes to the above mentioned disproportionalities is that Beaver Falls is home to most of the social service agencies for Beaver County, making the city of Beaver Falls an attractive location for families that require these services. We also have five housing developments for low income families and low rental properties that are appealing to our transient population who often

relocate both in and out of the city. While the BBFASD recognizes that we need to provide a full continuum of services to address students' needs, we cannot always predict trends with medical, social or economic changes. Since these conditions are beyond our control, we do not believe there is a need for a district improvement plan to address these disproportionate figures and categories. Rather, we will continue to build our capacity to meet the needs of all our students in the most least restrictive environment possible and to ensure FAPE.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The BBFASD is not a host district; therefore, this section does not apply. However, we want to note that the BBFASD will make available any student records that may be requested from a host district in their effort to facilitate and ensure FAPE.

Incarcerated Students Oversight

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).

Big Beaver Falls Area School District provides FAPE to all eligible students residing in the district, including those students who may also be incarcerated. The district maintains ongoing contact and works collaboratively with the Hopewell Area School District to ensure the transferring of records through IEP Writer. We also provide input and recommendations and are included on the IEP Team to ensure that IEP's that are developed will meet the educational needs for those incarcerated students whose parents reside in our district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least

restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Big Beaver Falls Area School District has implemented inclusive practices at all levels K through 12. We have special education teachers or paraprofessionals working collaboratively with regular education teachers to assist students and provide the same curriculum for students with or without disabilities. We have also provided increased opportunities for inclusion of our life skills support and emotional support students at the elementary, middle school and high school levels. The district provides ongoing training and supports for personnel on modified curriculum, effective behavior supports, differentiated instruction, co-teaching, LRE, scientifically research-based practices, data collection and progress monitoring. For our students in private institutions, the district ensures a representative attends IEP meetings, as it is the IEP Team decision that drives the LRE. Also, when the IEP Team decides students should return to a district program, the Team monitors and then implements such strategies as flexible scheduling, behavioral contracting, etc., to gradually transition the student back to their neighborhood school. We provide on-going professional development within the district. As training opportunities are announced they are received by the Director of Student Services. The Director shares all of these announcements with building principals, special education teachers and regular education teachers based on the type and audience for the session. Professionals and paraprofessionals have been directed to resources available on the PaTTAN website and we have utilized the services of the Beaver Valley Intermediate Unit TAC staff to provide building-specific training on use of the SAS Toolkit. Supplementary Aids and Services utilized by the district include a variety of examples from each of the four categories: 1. Collaborative: co-planning and co-team meetings, co-teaching and paraeducator supports, use of hybrid and flexible scheduling, coaching and mentoring, parent meetings/collaboration, and transition planning 2. Instructional: modified curriculum goals, assistive technology, smart boards, iPads, use of reader services, alternate methods of presentation, differentiated instruction, testing modifications, large print materials, books on tape, repeated and guided practice 3. Physical: adjustment to lights and sounds - sensory input, specific/preferential seating arrangements, environmental aids to address classroom acoustics - tennis balls, carpeting, and structural aids such as wheelchair accessibility 4. Social-Behavioral: social skills instruction, small group and individual counseling, peer mentoring and supports, antibullying programs, school-wide behavioral supports, T.I.G.E.R Planners, and incentive plans. The BBFASD has just completed and finished a corrective action plan to address LRE. With regard to Indicator 5, the district has met the SPP target for special education students inside the regular classroom for 80% or more of their day with an average of 77.7% compared to the state average of 62.4% and the SPP target of 65%. We have also met the target for special education students inside the regular education classroom less than 40% of their school day with our number being

too small to report, the state being 9.2% and the target being 8%. An area of concern is our percentage of special education students in other settings. We have 13.5% of our special education students in other settings, while the state average is 4.3% and the SPP target is 3.3%.

As identified previously, the district continues to experience increased numbers of transfer students with IEP's for outside placements at such facilities as New Horizon School, St. Stephen's Lutheran Academy, the School at McGuire, Western PA School for the Deaf and Western PA School for Blind Children. While we recognize that students attending these programs are in need of special education and related services beyond what a regular public school can typically provide due to the nature and severity of their disabilities and that these facilities are part of the continuum; we also recognize the need for us as a district to continue to work on staff trainings and building our capacity in order to provide these students with the types of supports based upon their individual needs within their neighborhood schools.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

In 2004, the BBFASD implemented a variety of policies regarding behavior support. Policy 113.1, Discipline of Students with Disabilities, recommends utilization of behavior support programs and outlines the procedures for student discipline. Policy 113.2 specifically defines the behavior support program and identifies positive strategies to address behavioral concerns including proactive classroom management, prosocial behavior, behavior modification and effective intervention patterns. In addition we have outlined the components of a behavior plan. The district convened a collaborative team to identify a district-wide positive behavior plan. Afterwards, each building developed a school-wide plan that was in accord with the district plan. Each building has a PBS team. In addition, we have provided training on SWPBS and bullying prevention. All buildings have implemented the Olweus Bullying Prevention program. All staff have received training in nonviolent crisis intervention, verbal deescalation techniques, and passive restraints. We continue to utilize SAP Teams at the middle school and high school in cooperation with parents and community agencies when necessary to address behavioral and/or mental health concerns. Special education teachers in the district are also trained on conducting FBA's and writing positive behavior plans when needed and appropriate. The district also utilizes the RISK system for reporting, at the state level, any and all incidents of restraint that have been used.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Big Beaver Falls Area School District does not have difficulty ensuring FAPE for our students. We take the responsibility seriously to determine the severity of the student's needs and the level of support that will enable them to be successful. Many students are able to be maintained in their neighborhood school with existing supports. However, it is often the students that transfer into the district, that are the most challenging. For some, we offer a digital program which utilizes a cyber curriculum. Other students who already have an existing IEP for an outside placement, such as a private school for significant behavioral and learning problems, participate in a school based level/token system as part of their programming. Still other students require services that are beyond the scope of a regular public school to provide due to the nature and severity of their disability, such as a special education public school for a medically fragile student, or a multihandicapped student who is noncommunicative and needs significant assistance with self-help skills. The district recognizes that outside placements are part of the continuum of service and we utilize them as needed. The district maintains an active role in the placement and IEP development for these students, as well as monitoring their progress to implement a plan for transition back to the district when appropriate. Over the past year, we have noticed a need to research incorporating an additional emotional support classroom and/or alternative education day programming within the district in order to expand our continuum of services. We appear to have an increasing number of students who are already be involved with various community agencies and could potentially benefit from these programs being provided within the district.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Big Beaver Falls Area School District is committed to providing an exemplary education for all students. We continue to implement scientific evidenced-based practices, instruction, and core curricula throughout the district. We are committed to helping each student achieve success and continue to seek and implement the very best educational programs and initiatives for all our students. We have established RtII core teams at our elementary buildings where teamwork and effective communication have been essential for student success. We are

planning to create specific progress monitoring calendars, preparing intervention binders for each student, and scheduling additional team meetings with teachers and parents in the upcoming year. We have incorporated hybrid scheduling which has allowed teachers to provide students with as many services as needed for a productive social, emotional, and academic educational environment. Incentive plans created by support teachers have helped to keep students vested in their daily responsibilities and behaviors. T.I.G.E.R. Planners are utilized which also provide a check and balance system on a daily basis to assist students in the areas of homework planning and organizational skills. We are also excited about the possibility of adding a second Pre-K Counts classroom to provide the much needed early intervention support for our at-risk students prior to enrolling into kindergarten. Our middle school continues to practice full inclusionary instruction, while offering flexible, acceptable and accommodating programming. Some of our program strengths include every IEP student enrolled having either a learning support teacher or paraprofessional with them during their core academic classes. Each grade level (6,7,8) has a dedicated grade level learning support teacher who works with students. The resource classroom for each learning support teacher is also located within the grade level classroom configuration. The middle school also offers group and individual tutoring before school and during homeroom periods for all students with an IEP. One highlight we are particularly proud of includes winning NBC's Smash: Make a Musical contest. Beaver Falls Middle School was one of several schools chosen from across the county to participate in a mentored musical theater production. It took the combined efforts of all students, parents, staff and community members to make this program a reality for all of our students. It provided further opportunities for our special education students to become involved in various aspects of a musical theater production they might not otherwise have had.

At our high school, we have established a 9th grade Academy, where a special education teacher works with freshman by providing on-going support. Seminar mentoring and a support study hall for freshman students is available as well as after school tutoring for additional support. All of the special education teachers have been provided with extensive training on Indicator 13. They work hand in hand with the transition coordinator in providing transition services. Another strength in our high school is the working relationship we have established with Job Training for Beaver County, Inc., and the Office of Vocational Rehabilitation. Currently, every senior special education student has an open case with OVR, and 33% of our current sophmores, juniors and seniors have participated in summer work experience with Job Training, allowing them to gain valuable work experience and skills. The BBFASD conducts parent surveys available on the district website and on paper in an effort to increase parent participation and community involvement. We invite parents to various activities and events hosted in all buildings throughout the school year. The Local Task Force letter is sent home with each special education student and is also posted on the district website to keep parents informed about local events and general information regarding special education. We continue to expand our inservice program from one to three full days for teachers, staff, and paraprofessionals. We have also incorporated a 2 hour delay schedule placed throughout the school year which provides additional time to conduct teacher trainings by building level.

