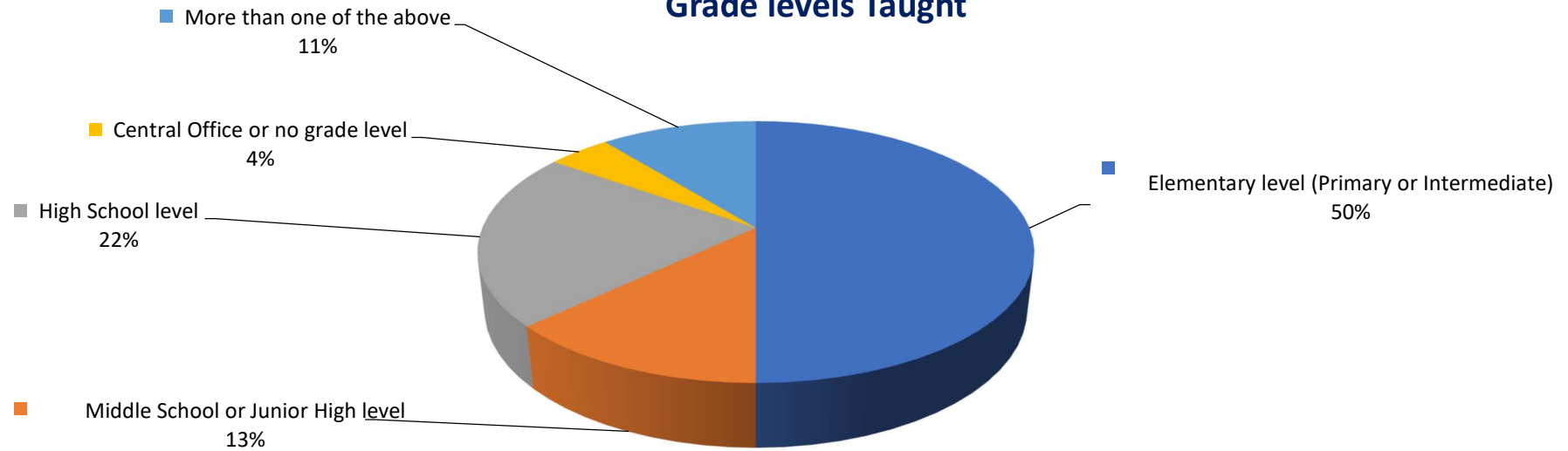
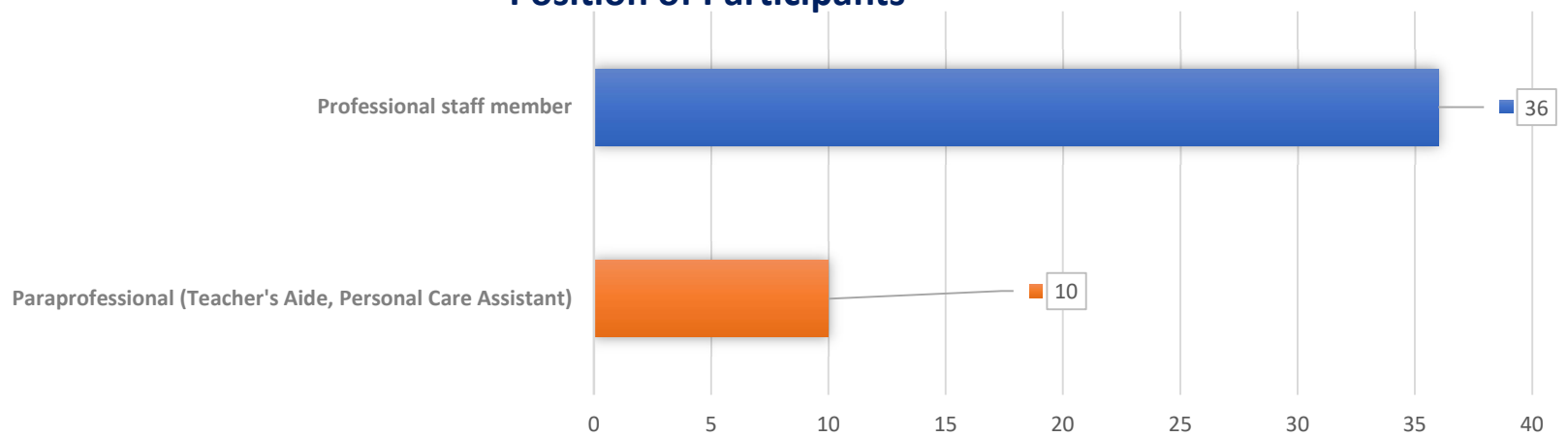


*BEAVER VALLEY INTERMEDIATE UNIT
DISTRICT NEEDS ASSESSMENT FOR
RIVERSIDE BEAVER COUNTY SCHOOL DISTRICT
2025-2026*

Grade levels Taught

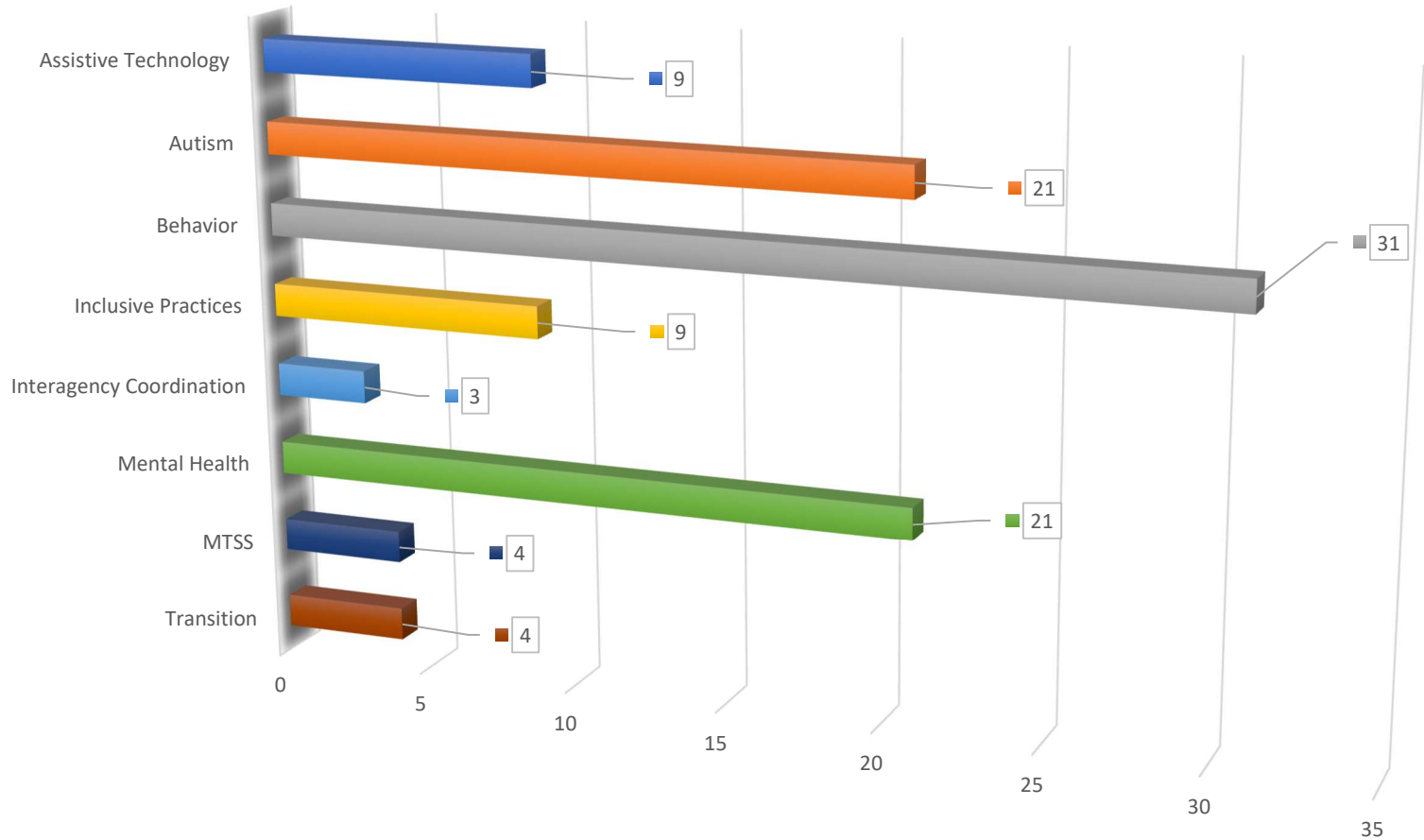


Position of Participants



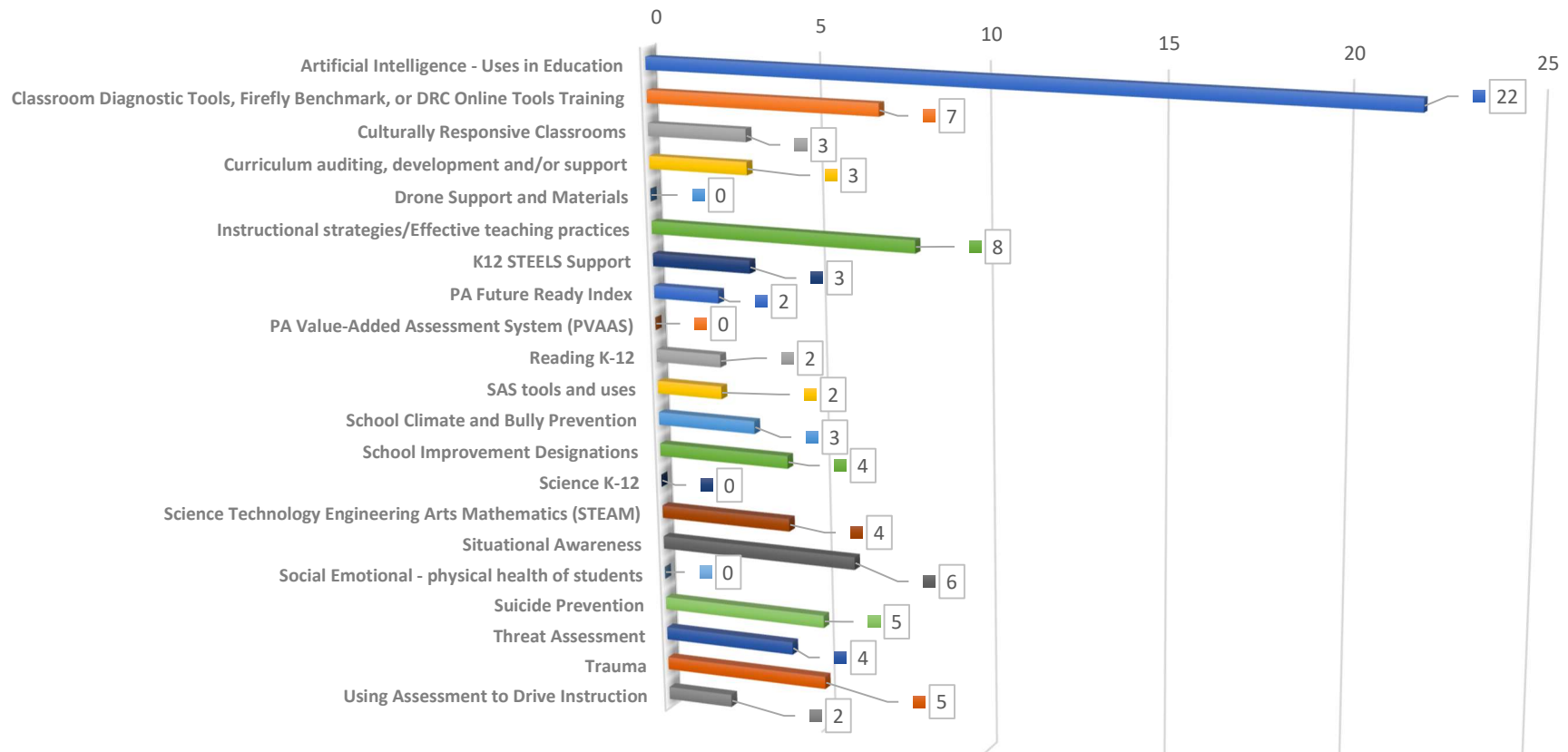
The following chart indicates the Training and Consultation Initiatives identified as needs across the county by those that participated in this assessment survey.

TaC Initiatives

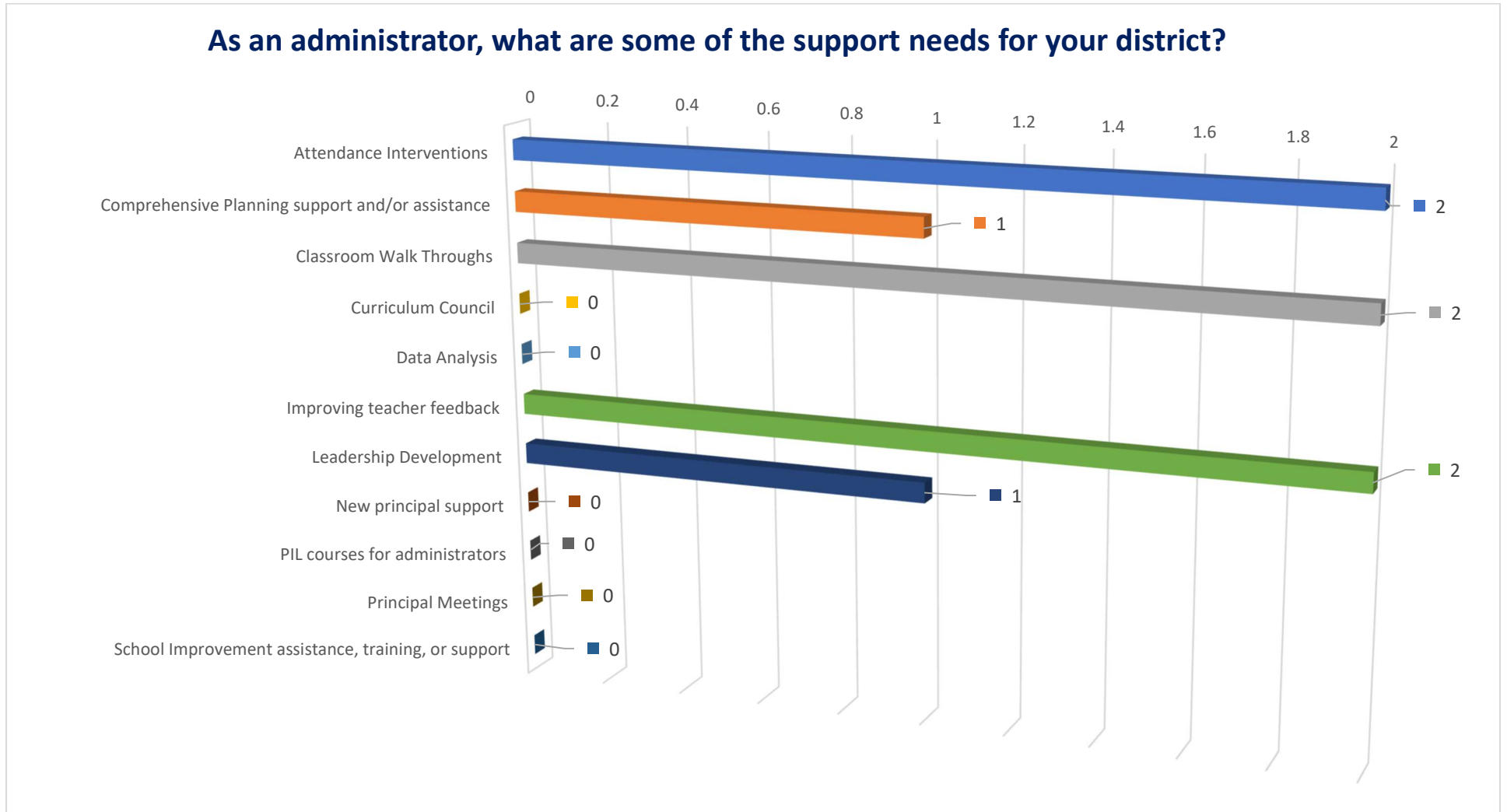


The following chart indicates the Professional Development areas identified as needs across the county by those that participated in this assessment survey. These are the Professional Development areas that the BVIU Curriculum Department provides technical assistance for.

Professional Development

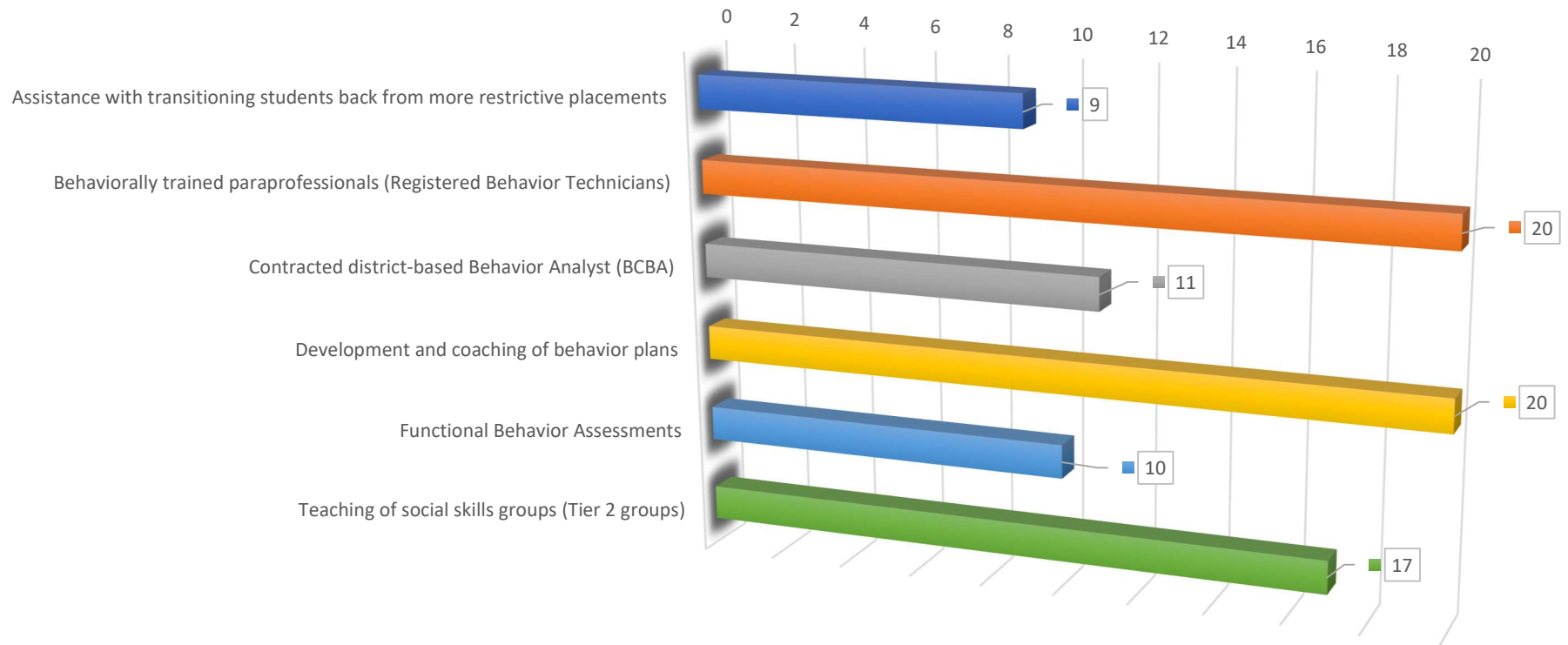


The following chart defines the support needs of School Administrators.



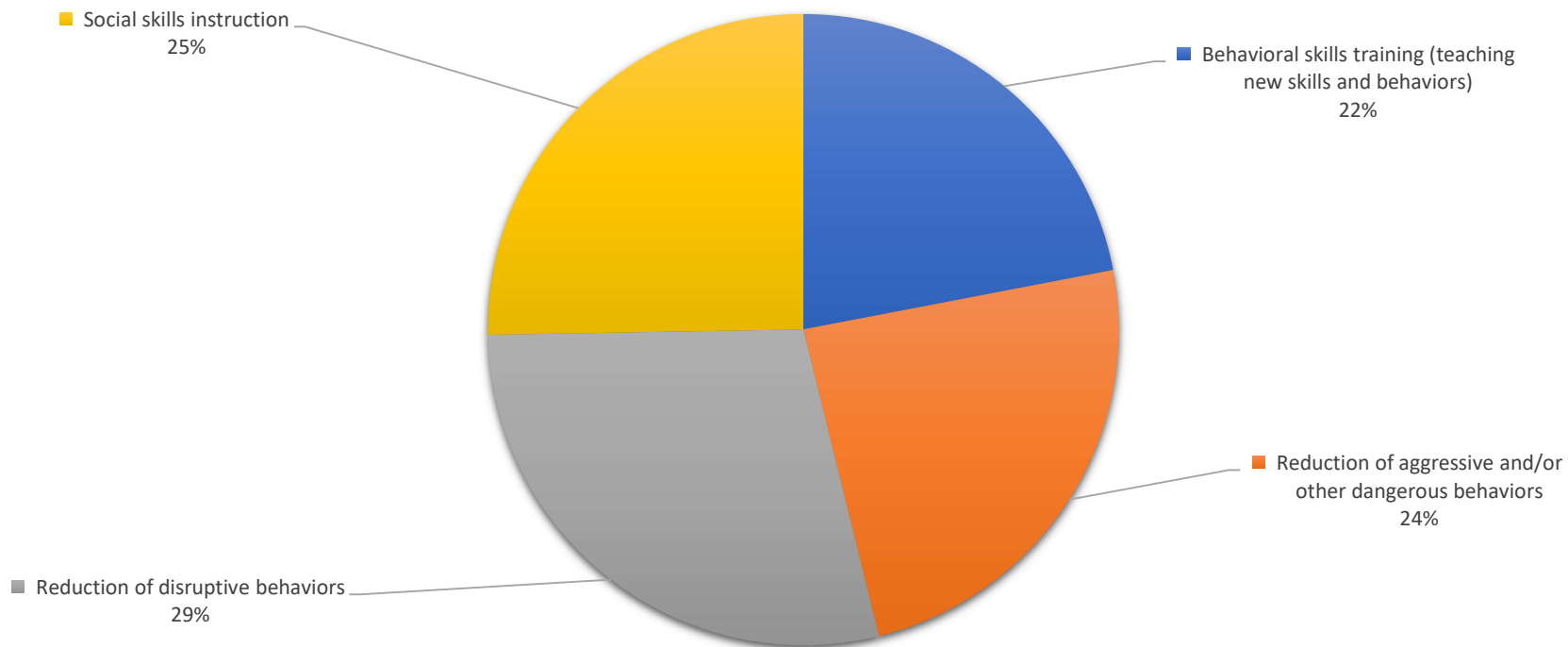
The following chart defines the Behavioral Services needs across the county based on program needs by those that participated in this assessment survey.

Which of the following behavior services, if any, would you find beneficial to your program?

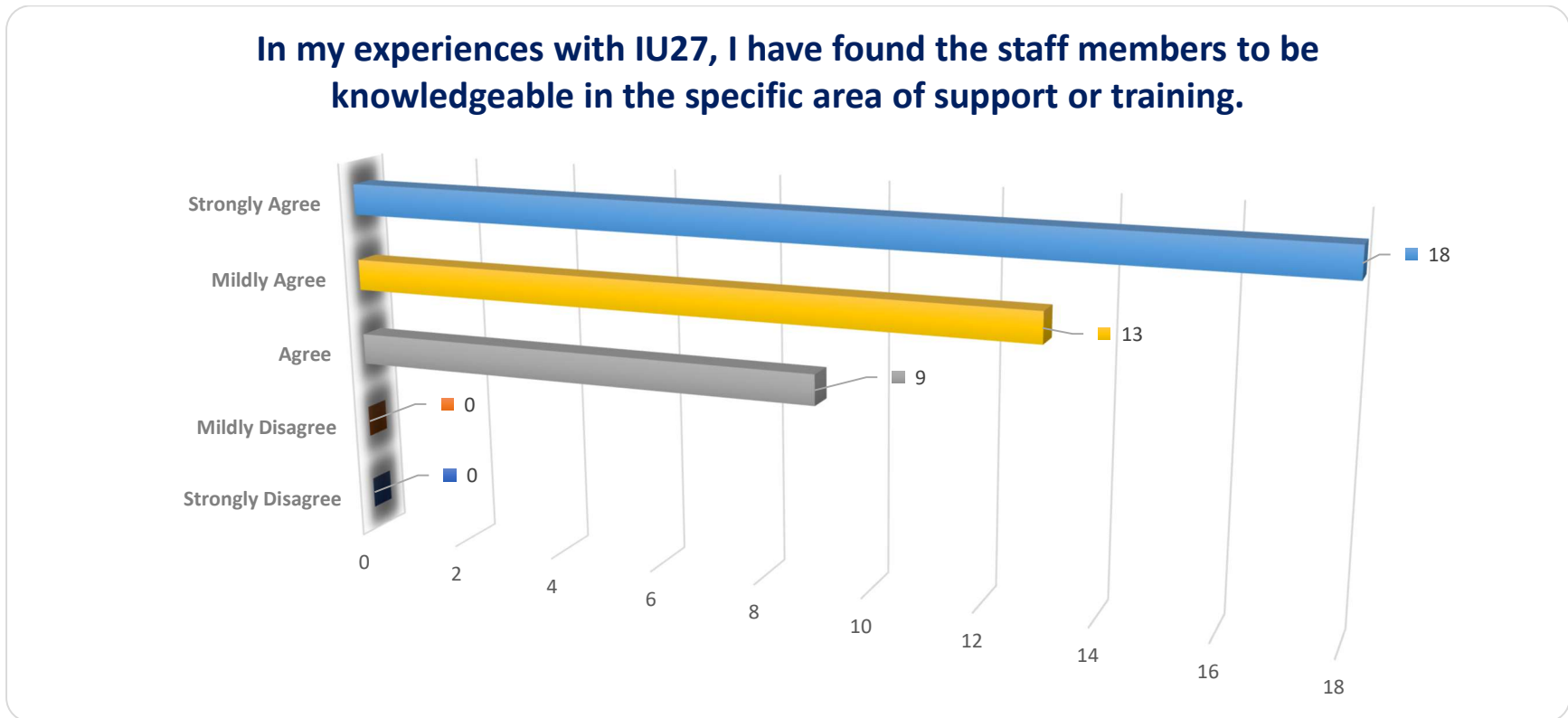


The following chart defines the Behavioral Support needs across the county based on student needs by those that participated in this assessment survey.

Which of the following behavioral supports do you feel would most benefit your students?



The following chart defines the overall knowledge of the IU Trainers and Facilitators related to Professional Development based off participant responses in the assessment survey.



The following are the Future Professional Development suggestions that the IU currently does not offer that the respondents entered in the survey.

More to do with the fine arts, and even how to further integrate the fine arts into other classrooms.
All Good
Collaboration
Grant Writing
Where can we access a list of trainings offered by the IU?

The following are the Other Curriculum Services that respondents would like to see.

The following are the Behavioral Services that the respondents suggested in the survey.

In School Suspension Room , After School Detention Program
Not giving rewards to the students who misbehave
Staffing

The following are the Behavioral Supports that the respondents suggested in the survey.

The following are the Expanded Supports that the respondents suggested in the survey.

behavior support
Emotional Support Room , Dealing with students who can not speak , Bathrooms specially to change students only
Youth Ambassador Program/Mental Awareness
- Incusion training (if we had enough staff, which we don't). - Clear, written expectations for general educaiton teachers and regular educaiton teacher when it comes to students with IEPs. Who is supposed to be completing the progress monitoring? Who is adapting tests for students? If special education teachers are assigned an inclusion class, can they come and go as they please or are they required to be there?
Attendance support for chronic attendance issues, more comprehensive approach to school climate
Grant Writing. Early Intervention Services.
Keep doing what you have been doing