

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 248  
School District Total Student Enrollment 1534  
Percent of Students Receiving Special Education 16.2

DRAFT

## Steering Committee

Name	Position/Role	Building	Email
Ricki M. Boyle	Director of Special Education	Bloomsburg Area SD	rboyle@bloomsd.k12.pa.us
Jonathan Cleaver	Superintendent	Bloomsburg Area SD	jcleaver@bloomsd.k12.pa.us
Karen Radice	Parent	Bloomsburg Area SD	keradice@jlink.net
Kim Honabach	Building Principal	W W Evans Memorial El Sch	khonabach@bloomsd.k12.us
Sheila Jones	Other	Bloomsburg Area SD	sedjones4494@gmail.com
Stephanie Kessler	Parent	Bloomsburg Area SD	skessler@bloomsd.k12.pa.us
Steph Hock	Special Education Teacher	Bloomsburg Area HS	slhock@bloomsd.k12.pa.us
Eve Ralston	Board Member	Bloomsburg Area SD	eralston@bloomsd.k12.pa.us
Brandee Faust	Special Education Teacher	Bloomsburg Area MS	bfaust@bloomsd.k12.pa.us
Tim Latshaw	General Education Teacher	Bloomsburg Area HS	tlatshaw@bloomsd.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

DRAFT

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.

DRAFT

DRAFT

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

DRAFT

## Identification Method

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

Discrepancy Model

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

DRAFT



## Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

DRAFT

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

DRAFT

### Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

DRAFT

## Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

BASD does not currently have any 1306 facilities in the district. In the event that such a facility would be located in the district, BASD would work with the facility administration to ensure that nonresident students are provided with a free, appropriate education in the least restrictive environment possible, until graduation or completes the school term in which they turn age 21 whichever comes first. Bloomsburg would provide specially designed instruction, supports and services, and adaptation or modification of curriculum for eligible students with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) and for 1ualified handicapped children with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

BASD personnel communicates with 1306 facility administrators and principals by participating in team meetings, reviewing student data and other information, and talking to personnel regarding student progress. Student individual needs are considered to evaluate programming to determine placement, considering the complete continuum of services. BASD ensures a successful transition back to the regular school building by participating in the team for the IEP development and meetings. Part of the process of a student returning to the regular school may include visits, an individual schedule involving split time between the current placement and the regular school, as well as transition planning meetings starting at the initial recommendation of returning to the regular school, during the transition period, and approximately a month after the student has completely returned to the regular school.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
BASD contracts with the Central Susquehanna Intermediate Unit, 16 to locate, identify, evaluate, and provide incarcerated youth with a free and appropriate public education. The CSIU maintains daily communication with the Columbia County Prison to confirm if any eligible student has been detained in the facility. The facility will post the annual child find and services notice in a public place. The CSIU will make personal contact to any school age eligible youth for assessment of special education services. The Director of Special Services for BASD acts as LEA and holds IEP meetings at the Prison for eligible students. The CSIU accompanies the Director to said meetings and plans for implementation of the IEP.

DRAFT

## Least Restrictive Environment

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

Over 85% of the special education students at Bloomsburg Area School District are being educated in the general education environment for 80% or more of the school day. We focus on the supports that can be provided in the general education environment with the use of supplementary aides and services, professional development, and parent partnering. The foundation of our success comes from the practice that we first consider the regular classroom when considering placement for students with disabilities. If after the provision of supplementary aids and services, the student is not successful, the team may consider other options. The emphasis is on the team process to determine how the student's needs can best be met. All of the inclusive practices are supported by all district-level administrators. The IEP team including the District LEA review progress monitoring while the student is in the alternate setting. If and when the decision is made by the IEP team to return the student to a less restrictive setting the IEP team makes a transition plan for the student to transition back to the school setting.

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

Instructional Practices: 1) Specially designed instruction is provided to students in the appropriate setting that the team determines necessary to promote meaningful progress for the student in all developmental areas. 2) Students have access to assistive technology and materials via PC computers, iPads, and other assistive technology that is deemed necessary for the student to be successful. 3) Alternate means of demonstrating learning are provided to all students as regular education teachers are trained in differentiated instruction and other instructional methods. This includes but is not limited to test modification, curriculum modifications, and instructional adaptations such as repeating directions and the use of examples. Collaborative: 1) Co-teaching is utilized for ELA and math classes in grades 6 - 8. In order to implement quality supports regular and special education teachers co-plan their lessons. 2) Grade level team meetings are held weekly or more often if needed. Regular education teachers provide input and attend IEP meetings. 3) Paraprofessional support is provided in all schools 4) Administrative support is provided through attendance in planning meetings and opportunities for professional development. 5) Contracts with neighboring districts enable BASD to provide FAPE for all disabilities when it is not feasible for our district to provide it. 6) Bloomsburg Area School District continues to provide staff development to both regular education staff, special education staff, paraprofessionals, and parents to meet student needs and to improve inclusive practices. 7) During the Induction program, time and workshops are dedicated to staff development on inclusive practices. 8) Professional development continues for all staff annually by in-house and contracted providers such as PATTAN, the CSIU, and outside providers. Physical: 1) All of the BASD buildings and grounds are ADA compliant. 2) All students are provided adapted equipment if needed to be successful and modifications that are needed are available. 3) Two of the BASD buildings are equipped with calming rooms to address students' social and emotional needs. Social-Behavioral: 1) BASD operates with seven guidance counselors, one mental health counselor paid by the district who coordinate agencies and services that support students. Also, a prevention specialist, who is a contracted employee, paid through half district-funding and half county-funding acts as a liaison between community agencies and the schools. Additionally, she provides instruction to students in grades 6 to 8 related to social emotional learning, and individual and group counseling. 2) BASD develops individualized behavior support plans based on information obtained from a functional behavior assessment. 3) All administrators work with the IEP team for a student to modify rules and expectations to meet the child's unique needs. 4) Where appropriate, personal care providers are assigned to make sure integration to the maximum extent possible is achieved. 5) Students who are placed in a restrictive setting are integrated into a minimum of one social or regular education setting such as lunch, extracurricular activities, homeroom and/or expressive arts.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
  - 1) Specially designed instruction and related services are discussed at each child's IEP meeting in order to provide students with the supports and services are provided to enable placement in the least restrictive environment.
  - 2) Students have access to assistive technology and other resources that are deemed appropriate through the IEP team meeting discussion.
  - 3) Alternate means of demonstrating learning are provided to all students as regular education teachers are trained in differentiated instruction, instructional strategies, and alternate strategies for instruction.
  - 4) Professional development is provided for regular education staff, special education staff, paraprofessionals, and parents to meet student needs and to improve inclusive practices.
  - 5) During the Induction program, time and workshops are dedicated to staff development on inclusive practices.
  - 6) Professional development continues for all staff annually by in-house and contracted providers such as PATTAN, the CSIU, and outside providers
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
  - 1) It is the practice of BASD employees to put students first. Building and grounds staff quickly address any requests for room changes and modifications that are needed.
  - 2) All school buildings in the District are ADA compliant.
  - 3) Students who have a specific need are provided with adapted equipment needed to be successful and access the entire school environment.
  - 4) Students with disabilities are provided opportunities to be incorporated within athletics, music and drama activities, and all school clubs and events.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

For eligible students that the team has determined a more restrictive placement outside the Bloomsburg Area School District a representative, LEA of the school district participates in the IEP meeting to ensure FAPE for that student. The IEP team including a the District LEA review progress monitoring while the student is in the alternate setting.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

For eligible students that the team has determined a more restrictive placement outside the Bloomsburg Area School District a representative, LEA of the school district participates in the IEP meeting to ensure FAPE for that student. The IEP team including a the District LEA review progress monitoring while the student is in the alternate setting. If and when the decision is made by the IEP team to return the student to a less restrictive setting the IEP team makes a transition plan for the student to transition back to the school setting.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story Berwick	Licensed Private Academic		New Story Schools	Autistic Support	1
New Story Berwick	Licensed Private Academic		New Story Schools	Emotional Support	5
DTAC Danville	Other	Partial Hospitalization	Diversified Treatment Alternative Centers - CSIU	Emotional Support	3
Hoffman Homes	Approved Private School (APS)		Hoffman Homes, Inc.	Emotional Support	2
5 Star Sunbury	Other	Partial Hospitalization	Central Susquehanna Intermediate Unit	Emotional Support	2
The Meadows	Other	Psychiatric Hospital	Universal Health Services	Emotional Support	1
Millville Area School District	Other	Neighboring School District	Millville Area School District	Autistic Support	3



## Positive Behavior Support

Date of Approval

2018-11-19

Uploaded Files

Policy 113.2 Behavior Support.pdf

Policy 113.1 Discipline of Students with Disabilities.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Special Education students are educated within district-operated classrooms, located in the general education school environments. An emotional Support classroom is located in one of the elementary general education school buildings. This environment offers assistance to students at the elementary grades. These classes focus on utilizing positive behavior supports for students to be successful in a variety of school settings. Functional behavior assessments are completed to drive the PBSP.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.  
BASD employs three district personnel who are trained in the Safe Crisis Management techniques and are certified to train other employees. The techniques are utilized for de-escalation, crisis management, behavior support, and physical interventions. Our in-house trainers provide annual courses on the physical and non-physical use of SCM. Administrators, teachers, and paraprofessionals in high-risk classrooms are trained in Safe Crisis Management de-escalation techniques. Recertification occurs every year to two years.
3. Describe the district positive school wide support programs.  
Each of the five buildings within the school district utilize a positive behavior support policy and utilizes specific Positive Behavior Intervention Support programs at the Elementary and Middle School buildings. These programs are based on respect and teaching of appropriate behaviors across all areas of the school day. A character education program entitled the "Second Step" provides an instructional perspective and reinforces positive behavior support at the elementary level. At the middle school level, the prevention specialist provides instruction in social and emotional learning related to decision making skills, peer relationships, and other pertinent topics appropriate for middle school students. The "Too Good for Drugs" curriculum is used as part of this instruction.
4. Describe the district school-based behavior health services.  
BASD has a close relationship with two nearby facilities that provide partial hospitalization support to students with mental health needs. The support that the District and local agencies have for one another is strong. Bloomsburg's administration, faculty, and staff utilize CASSP meetings when necessary to

address mental health and family needs. BASD has partnered with the county to share the expense of a school-based Prevention Specialist that serves as a liaison for the district and agencies. BASD also employs a licensed mental health counselor to provide individualizing and group counseling throughout the entire district. Topics that can be addressed with these employees are not limited to social skills, anger management, and interpersonal communications. BASD now has the Student Assistance Program in the secondary buildings. Administrators, counselors, teachers, and staff members meet monthly. Discussions take place on current concerns for individual students. Concerns come from a referral system that is in place. Multiple areas of concern can be addressed such as family issues, drop in grade, overall attitudes, drug use etc. Agencies are involved when needed. Parents are also involved.

5. Describe the district restraint procedure.

BASD employs three district personnel who are trained in the Safe Crisis Management techniques and are certified to train other employees. The techniques are utilized for de-escalation, crisis management, behavior support, and physical interventions. Our in-house trainers provide annual courses on the physical and non-physical use of SCM. Administrators, teachers, and paraprofessionals in high-risk classrooms are trained in Safe Crisis Management use of restraint and/or de-escalation techniques. Recertification occurs every year to two years.

DRAFT

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Bloomsburg Area School District is able to provide FAPE to all students who are residents of the school district. Through current special education programs and services, the District is able to maintain most students in their neighborhood school. The District conducts interagency meetings as determined by individual student need. In cases, when prescribed by a qualified medical practitioner, the District works with other public and community agencies to provide school programs such as partial hospitalization programs. When this happens the district takes responsibility for ensuring FAPE for the students placed in such treatment facilities. Should the need arise, the District will seek assistance from the CASSP system at the Columbia County level. Bloomsburg Area School District is developing a positive working relationship with county agencies. The agencies provide support such as wrap-around services, consultation with behavioral specialists, and mental health counseling. The Bloomsburg Area School District is aware of the required reporting obligations under the Cordero Court order of 1993 for any student who is receiving instruction in the home or homebound instruction. BASD has a prevention intervention team comprised of a CMSU Prevention Specialist (liaison with agencies), a mental health counselor (coordinates everything within the district), and a licensed school counselor.

DRAFT

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Multiple	Full-time (1.0)	02/20/2023 02:15 PM

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.18

<b>Building Name</b>		
Beaver-Main El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.15

<b>Building Name</b>
----------------------

Bloomsburg Area MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.09

<b>Building Name</b>		
Bloomsburg Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
15	Elementary	Full-time (1.0)	02/20/2023 02:08 PM

<b>Building Name</b>		
Memorial El Sch		

<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		55
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	03/13/2023 11:55 AM

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.5

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	02/20/2023 02:04 PM

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver	0.5

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	03/13/2023 11:55 AM

<b>Building Name</b>	
Memorial El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>



Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.36

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	03/13/2023 11:39 AM

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	03/13/2023 11:42 AM

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.36

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.3

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	03/13/2023 11:42 AM

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	03/13/2023 11:43 AM

<b>Building Name</b>
----------------------

Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Bloomsburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
9	Secondary	Full-time (1.0)	03/13/2023 11:44 AM

<b>Building Name</b>		
Bloomsburg Area HS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.4

<b>Building Name</b>		
Bloomsburg Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	03/13/2023 11:45 AM

<b>Building Name</b>		
Bloomsburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.4

<b>Building Name</b>		
Bloomsburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	03/13/2023 11:46 AM

<b>Building Name</b>
----------------------

Bloomsburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.4

<b>Building Name</b>		
Bloomsburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	03/13/2023 11:47 AM

<b>Building Name</b>
Memorial El Sch



<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		0.45

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	02/20/2023 12:49 PM

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.5

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	03/13/2023 11:55 AM

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		27
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.54

<b>Building Name</b>		
Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

1	Elementary	Full-time (1.0)	02/20/2023 12:40 PM
---	------------	-----------------	---------------------

<b>Building Name</b>		
Beaver-Main El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.18

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.3

<b>Building Name</b>		
W W Evans Memorial El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen individually or in small groups within age range requirements.		0.15

DRAFT

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Beaver-Main El Sch		24
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 6 inches x 20 feet, 0 inches	550sqft	19
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		
Beaver Map.doc		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area HS		216
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 26 feet, 5 inches	422sqft	15
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		
Appendix C High School Map.docx		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area HS		211
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 18 feet, 0 inches	468sqft	16
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area HS		107
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 36 feet, 5 inches	874sqft	31
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area MS		107
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 8 inches x 22 feet, 6 inches	600sqft	21
<b>Implementation Date</b>		
2023-02-20		



<b>Uploaded Files</b>
Appendix C Middle School Map.docx

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area MS		106
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 8 inches x 22 feet, 6 inches	600sqft	21
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area MS		211
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 6 inches	675sqft	24
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area MS		205
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 3 inches x 25 feet, 0 inches	781sqft	27
<b>Implementation Date</b>		
2023-02-20		

<b>Uploaded Files</b>

8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W W Evans Memorial El Sch		163
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 17 feet, 5 inches	348sqft	12
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		
Evans Map.doc		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W W Evans Memorial El Sch		27
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 11 inches x 27 feet, 5 inches	792sqft	28
<b>Implementation Date</b>		
2023-02-20		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W W Evans Memorial El Sch		165
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 16 feet, 4 inches	372sqft	13
<b>Implementation Date</b>		
2023-02-20		

<b>Uploaded Files</b>

11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Beaver-Main El Sch		11
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 21 feet, 0 inches	619sqft	22
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bloomsburg Area HS		106
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Memorial El Sch		212A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2023-03-03		

<b>Uploaded Files</b>
Memorial Map 7.2.21.xlsx

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Memorial El Sch		212B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Memorial El Sch		113
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Memorial El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
<b>Implementation Date</b>		
2023-03-03		



<b>Uploaded Files</b>

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Memorial El Sch		115
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

18 Assurance Check

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

DRAFT

## Special Education Support Services

### 19Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Paraprofessionals	16	Elementary	District
Other	Mental Health Counselor	District Wide	District
Paraprofessionals	6	Secondary	District

DRAFT

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
The Bloomsburg Area School District currently employs one full-time Autistic Support teacher for the elementary classroom. The district contracts with Kidsworks for one part-time Itinerant Autistic Support teacher who serves students in secondary grades. The teachers and paraprofessionals working with these students have had training by attending in-house professional development and through offerings by CSIU #16.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Autistic Support Teacher			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Administrators, select regular and special education teachers, and security personnel are trained in Safe Crisis Management (theory and hands on) systems. Paraprofessional and other staff have provided SCM de-escalation technique trainings. This training is provided annually and for initial certifications. BASD will maintain a minimum of two employees to be certified trainers for the other employees.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Certified SCM trainers			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>
Staff will be trained regarding a Positive Behavior support system including performing functional behavioral assessments, developing positive behavioral

support plans.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CSIU TAC			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
All paraprofessionals working in special education and inclusion classrooms will meet Chapter 14 guidelines for highly qualified. The paraprofessionals are provided staff development to meet the 20 hours yearly. Some training are mandated for all employees ie. Mandated reporter and confidentiality. Other trainings are job specific. Topics of training include but are not limited to mandated reporter, autism, safe crisis management, curricular topics such as new materials, manipulatives, etc.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	District Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>			
BASD completed the Indicator 13 training, and yearly training through the CSIU. The district conducts transition clinics with all eligible students for graduation, aging out of program students. BASD will conduct Exit surveys for all student leaving the high school.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Secondary Special Education Teachers			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals

			Special Education Teachers
--	--	--	----------------------------

### Science of Literacy

<b>Description of Training</b>			
Remediation programs used in the district are Wilson, Foundations, Read Naturally, Guided reading, Into Reading intervention materials, and teacher made materials from the curriculum. Assessments such as Dibels, GORT, and Curriculum based diagnostic tests are used to gather data.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Principals as LEA - partnering with parents/guardians			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators

<b>Description of Training</b>			
Transition from School to Adult Living			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

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

### IEP Development

<b>Description of Training</b>			
IEP Compliance. Creating an effective IEP by understanding the content of an IEP (present levels, goals, progress reports, accommodations, participation with peers, transition planning).			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date



DRAFT