

Profile and Plan Essentials

LEA Name		AUN	
Blue Mountain SD		129540803	
Address 1			
685 Red Dale Rd			
Address 2			
PO Box 188			
City		State	Zip
Orwigsburg		PA	17961
Director of Special Education Name			
Dr. Tyler Herman			
Director of Special Education Email			
teherman@bmsd.org			
Director of Special Education Phone Number		Director of Special Education Ext	
570-366-0515		1025	
Chief Administrator Name			
Dr David H Helsel			
Chief Administrator Email			
dhhelsel@bmsd.org			

Special Education Students

Total Number of Students Receiving Special Education 553

School District Total Student Enrollment 2456

Percent of Students Receiving Special Education 22.5

Steering Committee

Name	Position/Role	Building	Email
Dr. David Helsel	Superintendent	Blue Mountain SD	dhhelsel@bmsd.org
Megan Hughes	Other	Blue Mountain SD	mjhughes@bmsd.org
Kelli Weston	Other	Blue Mountain El East Sch	kmweston@bmsd.org
Timothy Gombar	Building Principal	Blue Mountain MS	trgombar@bmsd.org
Michelle Vesay	Board Member	Blue Mountain SD	mzvesay@bmsd.org
Kristin Frederick	Other	Blue Mountain SD	krfrederick@bmsd.org
Marie Riegel	Board Member	Blue Mountain SD	mjriegel@bmsd.org
Cody Blankenhorn	General Education Teacher	Blue Mountain MS	cablankenhorn@bmsd.org
Dr. Tyler Herman	Director of Special Education	Blue Mountain SD	teherman@bmsd.org
Crystal Hallick	Parent	Blue Mountain SD	cmhallick@bmsd.org
Amber Myers	Special Education Teacher	Blue Mountain El West	anmyers@bmsd.org
Molly Zwiebel	Other	Blue Mountain El East Sch	mfzwiibel@bmsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Safeguards Agency	Other	Transition Agency for Therapeutic Foster Care	District	10

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.)

As a host facility, the LEA is responsible to conduct Child Find activities in addition to the evaluation and providing FAPE, development of IEPs, and implementing special education procedures. The district provides the continuum of educational services for all students that enter the school district as 1306 students. These students are afforded all of the special education programs and services as resident students. All students receiving services at a host district receive them from a certified special education teacher. The District assumes all paperwork responsibilities and service delivery obligations afforded to students under Chapters 14, 15, and the IDEA. The District deals directly with parents who retain parental rights as well as placement service agencies and facilities connected to the student. Please see the information below for reference purposes: Educational Programs for Students in Non-Educational Placements 22 PA Code § 14.102 et seq. 22 PA Code § 15.1 et seq. 24 P.S. § 13-1306 24 P.S. § 13-1309 Date of Issue: September 1, 1997 Date of Review: May 2010, January 2018 Purpose The purpose of this Basic Education Circular (BEC) is to: Set forth the Pennsylvania Department of Education's opinion of federal and state law with respect to school districts' duty to educate students with disabilities who reside in residential facilities within the school districts' boundaries. Describe the joint policy of the Pennsylvania Department of Human Services (DHS) and the Pennsylvania Department of Education (PDE) prohibiting the bundling of education and other services in Non-Educational Placements licensed by DHS. This BEC does not apply to children who are placed in an educational program directly by their resident school district, charter school, or cyber charter school. The following BECs provide specific guidance on students placed in Non-Educational Placements: Private Residential Rehabilitation Institutions (PRRIs) (24 P.S. § 9- 914.1-A) Determination of Residence of Children Living in Pennsylvania Institutions (24 P.S. § 13-1308), and Nonresident Students in Institutions (24 P.S. § 13-1306) Non-Educational Placement School-age children are sometimes placed in residential programs for reasons not related to the child's educational needs. This may occur, for example, under the auspices of a county Mental Health/Intellectual Disabilities (MH/ID) program

agency, children and youth agency, or through a local court. The PA Public School Code considers these residential programs for the care or training of the children and youth who reside in children's institutions. Children's institutions under 22 PA Code § 11.18 include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. The educational rights of students who are residing in a children's institution whose parents are not residents of the school district in which the institution is located are set out in the PA Public School Code under 24 P.S. § 13-1306, and the students are referred to as § 1306 students. When a non-educational placement is made, such a placement is presumed to determine where the child lives and where the child may receive non-educational services. This residential placement is not presumed to determine where the child will be educated. Rather, the presumption is that the student will receive their education in a regular public school unless the parents/guardians and appropriate public officials determine that such an educational placement is unwise for the child or improper. In the case of children with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided. There are, of course, legitimate reasons that would overcome the presumption of education in a regular school. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons that are part of a court order. Security and safety of the child are also important parts of some placements made by other systems. Also, the treatment needs of some children placed by children and youth or a MH/ID program agency may be incompatible with educating the child at any site other than at the therapeutic treatment site. Host School District Responsibilities Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: Alternative Education for Disruptive Youth Enrollment of Students For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the

educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15.

Child Find Responsibility In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-Makers If neither the parent of a child who is eligible or thought-to-be-eligible for special education nor an individual who meets the definition of parent per 34 CFR § 300.30 Parent can be located, the host school district must appoint a surrogate parent per 34 CFR § 300.519 Surrogate parents.

Transferring Students During the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school

district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14, 15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

Residential Facility Responsibilities The residential facility has reporting obligations as well as a responsibility to cooperate with the host school district to assure that the student's educational rights are being protected. It is incumbent upon residential facilities to notify host school districts of the scope of their operations within the district including the capacity of their facilities. The residential facility may not require enrollment in an on-site educational program as a condition of placement. Temporary placements, described previously, are for a short period of time while a final decision on educational program and placement is determined. The residential facility must send

the attached form, "Notification of Admission to Facility or Institution and School Enrollment" contained within the attached DHS Bulletin (OMHSAS-10-02) to the host school district as soon as a § 1306 student is admitted to the facility, and in no case longer than one business day after the student is admitted. The residential facility must also notify the host and resident school districts at least two (2) weeks prior to the anticipated discharge date for the child, if possible. The residential facility must also cooperate on an on-going basis with the host and resident school districts to facilitate the education of the student, the provision of FAPE, and discharge planning. Such cooperation also includes providing staff from the host or resident school districts or another educational entity access to the facility. If the student does not have an individual acting as a parent on their behalf, the residential facility will notify the host school district and DHS to assure appointment of a proper education decision-maker.

Resident School District Responsibilities The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Payments regarding non-resident students must be made in accordance with the BEC entitled Nonresident Students in Institutions. (24 P.S. § 13-1306) Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Joint DHS/PDE Policy Prohibits Bundling of Services DHS-licensed facilities shall not require students to attend school at the residential facility unless it is a court imposed condition of their placement. Some private residential program providers are licensed both as non-educational (for example, mental health) providers and as private schools (for example, approved private schools, schools within private residential rehabilitative institutions, and licensed private academic schools). This creates the possibility of a single institution able to provide both the educational and non-educational services a child needs. Although, in some cases, this will be desirable, it will not always be appropriate. When a non-educational placement is made, there should not be an assumption on the part of the referring public agency or the private provider that the child will be included in the private provider's educational program. Rather, the decision regarding the educational portion of the child's day is to be made on an individual basis by parents, guardians, and public education officials with input from all knowledgeable sources. This type of individualized decision-making is consistent with DHS's policy supporting individualized services for child and family support, and is further enhanced by county MH/ID program agency services that can assist in supporting a child in a regular school setting. The policy articulated in this BEC is the product of a concern of PDE and DHS as articulated in the DHS Bulletin (OMHSAS-10-02) entitled Educational Portions of "Non-Educational" Residential Placements that the educational portions of agencies' arrangements for these children are often in more restrictive, less integrated settings than is necessary to meet the student's educational needs. This policy is also the product of a joint concern that bundling services together in some cases delays the onset of services to the child, violating

children's rights under education laws. PDE and DHS will exclude a private provider from the approved provider pool of a specific program, including the Medical Assistance Program, if that private provider has a general policy or practice of insisting that each child placed under that program must also receive services of the private provider that fall outside of the program, unless a court order explicitly prescribes how educational services are to be provided. Similarly, PDE and DHS will not participate financially in placements that are contrary to this policy. Both Departments will implement this policy regarding their programs. This policy is an important part of our adherence to applicable law and – no less important – to serving children and families effectively in as natural a setting as is consistent with the individual child's needs. References Purdon's Statutes 24 P.S. § 13-1306 24 P.S. § 13-1309 Code of Federal Statutes 20 U.S.C. § 1400 et seq. 29 U.S.C. § 701 et seq. Code of Federal Regulations 34 C.F.R. § 300.30 34 C.F.R. § 300.519 State Board of Education Regulations 22 PA Code Sections 14.102 et seq. 22 PA Code Sections 11.11 et seq. 22 PA Code Sections 11.18 et seq. 22 PA Code Sections 15.1 et seq. Department of Human Services Educational Portions of "Non-Educational" Residential Placement Bulletin, OMHSAS-10-02 dated January 4, 2010

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

The district is fully capable of meeting its obligations under Section 1306 of the Public School Code. The district continually tracks non-resident students placed in special education and mental health facilities. IEP teams are prepared to integrate students discharged for return to school and work closely with mental health and education agencies when required to facilitate step-down opportunities for students. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Data from school year 2022-2023 indicate that the district was not meeting the state target for Indicator 5: Educational Environments. - SE Inside the Regular Education Class 80% or more: LEA 49.4%; State 61.6% -SE Inside the Regular Education Class less than 40%: LEA 3.9%; State 10% -SE In Other Settings: LEA 2.8%; State 4.4% Data from school year 2023-2024 indicate that the district was not meeting the state target for Indicator 5: Educational Environments. -SE Inside the Regular Education Class 80% or more: LEA 53%; State 61.7% - SE Inside the Regular Education Class less than 40%: LEA 4.5%; State 10.3% -SE In Other Settings: LEA 2.4%; State 4.4% Comparing these two school years, the district improved in the area of 80% or more of the time in the regular education class but continues to fall short of the state average. At the same time, the district declined by having more students in the regular education class less than 40% of the time. The district must continue its effort to deliver special education programs and services in the least restrictive environment, as appropriate. Although the district places students in other settings at percentages lower than the state average, and has returned almost half of those students to in-district placements since the last Special Education Plan, the district will need to make greater effort to place more special education students inside the regular education class 80% or more of the time in an effort to meet or exceed the state average. Additionally, since the last Special Education Plan, the district expanded its continuum of services available to include Emotional Support at the middle school, Multiple Disabilities Support at the elementary level, and Life Skills Support at the middle school.

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?

Child Study Team (CST) is a process that involves elementary school students who have academic, behavior, or social-emotional concerns. CST is a team approach to plan strategies and accommodations that enable a student to succeed in the regular education classroom. The team may include the principal, classroom teacher, Title I teacher, parents, school counselor, interventionist, school psychologist, speech language therapist, occupational therapist, and any other staff who works with the child. The process may be initiated by parent or teacher request. Through this process appropriate referrals for special education evaluations and 504 service agreement evaluations are made. At the elementary level, any students who are at risk for failing a marking period are referred to CST. Students at the elementary level undergo benchmark assessments through Acadience Learning at the beginning, middle, and end of the year to monitor their reading skills. Students scoring below a certain cut-point go through further assessment to determine whether they qualify for Title I reading services. Students suspected of having limited English proficiency are further assessed by the district to determine the need for English as a Second Language programming. The district has employed a tiered intervention system to address reading for both regular and special education students in grades K through 5. At the middle school level, the school counselors and grade-level teams review grades monthly and meet with students who are failing. The middle school offers a supportive program called

Mandatory Academic Support (MAS) after school for students requiring extra help with learning content or completing missing work. At the high school level, school counselors review failures and meet with students who are at risk for failing a marking period. Based on IEP team decisions, many students receiving special education services have a Monitored Study on their schedule. Furthermore, PBIS has been employed in both elementary buildings and middle school. Students recognized as having barriers to their learning are referred to the Student Assistance Program (SAP), and the district recently partnered with Lehigh Valley Health Network (LVHN) to onboard school-based outpatient therapy for students with private insurance. Both elementary schools use Eagle Bucks as a Tier 1 positive behavior support, and the middle school uses SOAR with Eagle Shoutouts on the TV announcements to recognize school- and class-wide behaviors. The middle school recently added two school-wide events to boost student engagement, as well as opened an esports room that allows students access who maintain certain attendance, grades, and behavior levels. Blue Mountain's clearly defined behavior expectations are Effort, Accountability, Gratitude Leadership, and Encouragement. Every student is taught expectations in multiple settings throughout the school. Staff continually self-evaluate the school culture and seek behavior supports to effectively meet the social and emotional needs of all students. Blue Mountain has established a supportive community to encourage the expected behaviors. The purpose of implementing PBIS is to: Create a more positive culture in the entire learning community, Continue to improve life in school for all students, Challenge students and adults to maintain consistent expectations, Inspire positive behavior within the learning environment, Empower the decision-making process by utilizing behavior data, Develop and enhance “soft-skills,” and Celebrate the successes of students and staff. Decisions for determining placement are made in conjunction with a group of participants at an IEP Team Meeting. All district regular education teachers, special education teachers, related service providers, evaluators and other personnel were provided training which addressed the use of the Framework for Belonging Toolkit. The use of the toolkit is a valuable resource to help IEP teams educate students in the Least Restrictive Environment (LRE).

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The district has explored and is in the process of purchasing additional assessment and progress monitoring tools as well as hardcopy and online intervention tools. The district employs four interventionists total for the two elementary schools. The district developed a plan to continuously improve meaningful participation of students with disabilities in the general education curriculum. The district is undergoing a comprehensive training on Structured Literacy for all staff (professional and administrative) with elementary grades certifications. The special education department has trained case managers (special education teachers) the difference between Educational Placement and Educational Environment in the IEP, and has implemented specially designed instruction in the regular education environment. Further, the special education department has trained special education teachers of students with low-incidence disabilities on implementing the general education curriculum, to the greatest extent appropriate, within their classrooms and programs such as Life Skills and Autistic Support. This is also accomplished by using the PASA eligibility tool to correctly determine a

student's eligibility and, if not eligible, ensuring exposure to the general education curriculum in preparation for the PSSA/Keystone. As students matriculate and transition from elementary to middle and middle to high schools, the IEP teams consider schedules and accommodations for the new environment. Further, case managers of students in Grade 8 must start a Comprehensive Transition Outcome Plan that will follow the student through graduation; high school case managers then take that plan and further develop it as the "loop" with the students through Grades 9-12. This has led to better accomplishing one of the five main pathways to graduation under Act 158.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The LEA makes all attempts to ensure that the supplementary aids and services that are available to students during the school day are also available to students during extracurricular activities. Concerns regarding a student's ability to access materials or services needed during extracurricular activities should be brought to the attention of administration. The special education staff works with the extracurricular staff to provide needed supports, which may include the use of assistive technology, nursing services, or other appropriate accommodations. The district also offers paraprofessional support at extracurricular events, when appropriate and deemed necessary by IEP teams. The district occupational therapists and physical therapists are available to provide consultative services to the leaders of extra curricular activities to assist in ensuring physical access to extracurricular activities for students with physical or sensory impairments. District facilities are maintained to ensure compliance with the Americans with Disabilities Act so that all areas of the building are accessible to all students regardless of mobility status. The district maintains high levels of parental communication so that extracurricular staff can be made aware of and can respond to any medical, physical, learning or emotional needs of students.

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?**

District events are shared with all families of school-age students receiving their education through Blue Mountain, regardless of the location in which they are educated. All residents of the district are encouraged to sign up for the Eagle Express which is a newsletter, regularly emailed to parents. Each school, as well as the athletic department, regularly sends out updates regarding scheduled events and important information. Students who participate in the district's virtual learning options receive frequent communication from the district's Coordinator of Virtual instruction so that they are informed of upcoming happenings. Students are invited to attend field trips and events at the elementary school level. Students in upper grades are invited to attend field trips, participate in clubs, and attend social events such as dances. District special education staff take considerable care to connect with families in order to determine any school related events that may be of particular interest to a student and as the event approaches, teachers make specific attempts to

reach out. Due to a recent influx of students that have moved into the district requiring comparable services and students that have been identified with intensive behavior needs, the district has seen an increase of students that require out-of-school placements. It is estimated that about 13 students receive special education services at programs operated in such settings. However, the district has also returned seven students during the 2024-2025 school year, thus reducing the number of students in out of district placements from about 20 students to about 13 students. This was accomplished through opening a K-6 Multiple Disabilities Support program and an additional Autistic Support classroom at the elementary level, as well as preliminary establishment of an Emotional Support program at the middle school.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The Blue Mountain School District provides a continuum of services to students starting in Kindergarten. All students in Grades K-2 receive instruction in the Foundations and Heggarty reading programs. All regular education teachers in those grade levels and special education teachers are trained in the programs and are able to carry over the methodologies to other classes, including Spelling and Reading. All elementary students are assessed three times per year using the Acadience benchmark assessment. This is an indicator of progress or areas of struggle over time. From here, interventions can be determined and referrals can be made to the Child Study Team as needed. Students in Grades K-3 can qualify for Title I Reading classes or support from the Intervention Specialist in each elementary school. District staff have been trained in Differentiated Instruction practices to cater to the strengths and needs of students in the regular education classroom. Special education teachers target skill development at the student's instructional level and build up. Instructional levels are being determined through benchmark testing from IEP goals and standardized assessments including the DRA, QRI, and so forth. Students in the district have one to one access to computers and devices to supplement classroom instruction. The district has trained staff in Trauma Informed practices through three cohorts with ongoing coaching sessions for those cohorts and new staff. Staff members developed quiet corners in their classroom and implement strategies to better serve students with behavioral needs stemming from previous trauma. The district employs three full-time school social workers.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
SCIU#29	Other	Special Education Public School	Schuylkill County Intermediate Unit #29	Emotional Support	1
BHA	Licensed Private Academic		Behavioral Health Associates	Emotional Support	1
Centennial School	Approved Private School (APS)		Centennial School	Emotional Support	1
River Rock Academy	Licensed Private Academic	Regular School in a Neighboring School District	River Rock Academy	Emotional Support	7

Positive Behavior Support

Date of Approval

2023-03-23

Uploaded Files

Policy 113.2.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**

The district has worked successfully and extensively with the Eagle Foundation, departmental budgets, and has allocated ARP- ESSRS to procure and allocate funds to address the social-emotional needs of students with disabilities. The district employs two full-time school psychologists, three full-time school social workers, seven full-time school counselors, and hosts school-based outpatient therapy for students with Medical Assistance and private insurances. At the start of each school year, the leads for PBIS train all staff in their respective buildings the use of positive behavior supports and all Tier 1, universal supports; further, facilitators of Tier 2 groups established student groupings based on data.

2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The Blue Mountain School District provides training and personnel development to promote Positive Behavior Support techniques that emphasize de-escalation techniques. Most school district instructional and support staff have been training in Trauma Informed Care through the Lakeside Neuro-Logic. At the start of each school year, the leads for PBIS train all staff in their respective buildings the use of positive behavior supports and all Tier 1, universal supports to include: check-in/check-out, Eagle Bucks, small group referrals, lunch bunch referrals, and so forth. Further, each building has a set of events relevant to their students such as Special Persons Breakfast, DARE and Keep a Clear Mind drug awareness programs, Eagle Shoutouts, and school-wide student engagement events and esports club at the middle school. The district also employs school resource officers who help create a culture of safety and belonging with students. The elementary schools recently implemented Rhithm, which is a social-emotional check in program.

3. **Describe the district positive school wide support programs.**

The Blue Mountain School District will provide a comprehensive educational program to inspire all students to reach their full potential. Further, The Blue Mountain School District envisions an educational system that: Provides a dynamic, rigorous curriculum that creates life-long learners; Promotes a proud climate of acceptance, continuous improvement, collaboration, perseverance, and character;

Ensures an environment is safe, accommodating, and welcoming. School Handbooks are published to provide a communication link between the student, the home, and the school. Effort – Accountability – Gratitude – Leadership – Encouragement Blue Mountain Elementary has implemented the PBIS (Positive Behavior Intervention Supports) to benefit our entire student population. •We have clearly defined behavior expectations of Effort, Accountability, Gratitude Leadership, and Encouragement. Every student will be taught our expectations in multiple settings throughout our school. •We, as a staff, will continually self-evaluate our culture and seek behavior supports to effectively meet the social and emotional needs of all students. •We have established a supportive community here at Blue Mountain Elementary to encourage the expected behaviors of showing Effort, Accountability, Gratitude Leadership, and Encouragement. The purpose of implementing Positive Behavior Interventions Supports at Blue Mountain Elementary is to: •Create a more positive culture in the entire learning community •Continue to improve life in school for all students •Challenge students and adults to maintain consistent expectations • Inspire positive behavior within the learning environment • Empower the decision-making process by utilizing behavior data •Develop and enhance “soft-skills” • Celebrate the successes of our students and staff

4. Describe the district school-based behavior health services.

The district employs three School Social Workers with LCSW credentials to service to all students enrolled in the district. Some students receive individual and/or group psychological counseling provided by a social worker as part of their IEPs as a related service. The district also partnered with Lehigh Valley Health Network to provide school-based outpatient therapy for students with private insurances as a supplement to that available to students with Medical Assistance through the SAP process.

5. Describe the district restraint procedure.

District Restraint Procedure: Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student’s or eligible young child’s opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. As part of its de-escalation techniques, the district shall utilize special education discipline programming and training to reduce negative outcomes: The following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise: 1. Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior. 2. Behavior support—The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques. 3. Positive behavior support plans—A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be

developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

4. Restraints: The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body. The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Restraint Procedures:

1. The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.
2. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:
 - The restraint is utilized with specific component elements of positive behavior support.
 - The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
 - Staff are authorized to use the procedure and have received the staff training required.
 - There is a plan in place for eliminating the use of restraint through the application of positive behavior support.
3. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.
4. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
5. School entities shall maintain and report data on the use of restraints as prescribed by the Secretary. The report shall be reviewed during cyclical compliance monitoring conducted by the Department.
6. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning. The following aversive

techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs: 1. Corporal punishment. 2. Punishment for a manifestation of a student's disability. 3. Locked rooms, locked boxes or other structures or spaces from which the student cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement). 7. Treatment of a demeaning nature. 8. Electric shock. School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c). In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required. The Blue Mountain School District will obtain parental consent prior to the use of restrictive or intrusive procedures or restraints as part of the students IEP or Invitation to Attend an IEP Team Meeting or except in case of emergency. Restraints shall be reported to the Pennsylvania Department of Education through the RISC System.

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.

Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1401, et seq., and the litigation known as Cordero, the Pennsylvania Department of Education (Department) has participated with other child-serving agencies in developing a system for providing intensive interagency coordination to students with disabilities whose local educational agencies (LEAs) have determined that they cannot be appropriately educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement. This system is also aimed at providing assistance to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district and is aware of the reporting requirements continues to utilize this system of reporting for active cases. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. The SES database for 2023-2024 indicates that a few students meet the criteria for SES reporting and follow-up and will continue to report any at-risk, active, homebound, or instruction in the home cases during the duration of this plan (2025 through 2028).

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSLSS	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSES	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name
Blue Mountain HS
Support Type
Autistic Support

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHS12a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSL11b12b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name
Blue Mountain HS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.32

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSL11a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.14

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSL10b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSL10a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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BMHSL9b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM
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Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHSL9a	Secondary	Full-time (1.0)	02/20/2025 05:12 PM

Building Name		
Blue Mountain HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.04

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Blue Mountain HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PTSLP	Multiple	Part-time (0.5)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.26

Building Name		
Blue Mountain El West		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.08

Building Name		
Blue Mountain HS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSSHSLP	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.54

Building Name		
Blue Mountain HS		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLSS	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Blue Mountain MS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMSAS	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.08

Building Name

Blue Mountain MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS8b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.24

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Blue Mountain MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS8a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS7b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS7a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.18

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Blue Mountain MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS6b	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMMSLS6a	Secondary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Blue Mountain MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEESLP	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEES	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain El East Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %

exception is determined to be appropriate by the IEP team of a student and is justified in the IEP	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEEMDS	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name	
Blue Mountain El East Sch	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	3
Identify Classroom	Classroom Location
School District	Elementary
Age Range	Age Range
	7 to 8
Age Range Justification	FTE %
	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEEAS	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name
Blue Mountain El East Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELS5b	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.06

Building Name

Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELS5a	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELS4b	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELS4a	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %

	0.08
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Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELS3	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9

Age Range Justification	FTE %
	0.18

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEELSK12	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.4

Building Name		
Blue Mountain El East Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Blue Mountain El East Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWSLP	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWLSS	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWAS	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
exception is determined to be appropriate by the IEP team of a student and is justified in the IEP		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWLS5	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Blue Mountain El West		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWLS4	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

Building Name

Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWLS3	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMEWSK12	Elementary	Full-time (1.0)	02/19/2025 03:59 PM

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.14

Building Name		
Blue Mountain El West		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Blue Mountain El West		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.17

Special Education Facilities

Building Name		Room #
Blue Mountain El East Sch		D3
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 22 feet, 4 inches	591sqft	21
Implementation Date		
2022-08-25		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		B9
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
Implementation Date		

2022-08-25
Uploaded Files

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		116
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 9 inches x 22 feet, 10 inches	861sqft	30
Implementation Date		
2022-08-25		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		805
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		807
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 2 inches x 33 feet, 3 inches	936sqft	33
Implementation Date		
2022-08-25		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		218
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 23 feet, 0 inches	831sqft	29
Implementation Date		
2022-08-25		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		F7
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 22 feet, 4 inches	640sqft	22
Implementation Date		
2022-08-25		
Uploaded Files		

7 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		D10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 20 feet, 0 inches	580sqft	20
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 25 feet, 8 inches	834sqft	29
Implementation Date		
2022-08-25		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		405
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 10 inches	788sqft	28
Implementation Date		
2022-08-25		
Uploaded Files		

10Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		139
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
48 feet, 6 inches x 22 feet, 6 inches	1091sqft	38
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 4 inches x 16 feet, 0 inches	357sqft	12
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		E1
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 9 inches	849sqft	30
Implementation Date		
2022-08-25		
Uploaded Files		

13Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		501
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 10 inches	788sqft	28
Implementation Date		
2022-08-25		
Uploaded Files		

14Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		811
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 25 feet, 8 inches	782sqft	27
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-08-25		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #	
Blue Mountain El West		105	
School Building		Building Description	
		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
24 feet, 0 inches x 32 feet, 10 inches	788sqft	28	
Implementation Date			
2022-08-25			
Uploaded Files			

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #	
Blue Mountain El East Sch		C5	
School Building		Building Description	
		A building in which general education programs are operated	

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 22 feet, 4 inches	591sqft	21
Implementation Date		
2022-08-25		
Uploaded Files		

18Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		602
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
Implementation Date		
2022-08-25		
Uploaded Files		

19 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		809
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 8 inches x 23 feet, 0 inches	705sqft	25
Implementation Date		
2022-08-25		
Uploaded Files		

20 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		118
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 18 feet, 0 inches	405sqft	14
Implementation Date		
2022-08-25		
Uploaded Files		

21Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		B2
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 4 inches x 21 feet, 0 inches	679sqft	24
Implementation Date		
2022-08-25		
Uploaded Files		

22Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		141
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 4 inches x 14 feet, 7 inches	427sqft	15
Implementation Date		
2022-08-25		
Uploaded Files		

23 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		506
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 3 inches	366sqft	13
Implementation Date		
2022-08-25		
Uploaded Files		

24 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		E5
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 23 feet, 8 inches	923sqft	32
Implementation Date		
2022-08-25		
Uploaded Files		

25Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		602
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-08-25		
Uploaded Files		

26Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		815
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 8 inches x 18 feet, 8 inches	684sqft	24
Implementation Date		
2022-08-25		
Uploaded Files		

27 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		803
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 34 feet, 0 inches	918sqft	32
Implementation Date		
2022-08-25		
Uploaded Files		

28 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		A10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 2 inches x 10 feet, 0 inches	241sqft	8
Implementation Date		
2022-08-25		
Uploaded Files		

29 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		200
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 10 inches	788sqft	28
Implementation Date		
2022-08-25		
Uploaded Files		

30Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El West		305
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 10 inches	788sqft	28
Implementation Date		
2022-08-25		
Uploaded Files		

31 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		507
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 4 inches x 11 feet, 8 inches	167sqft	5
Implementation Date		
2022-08-25		
Uploaded Files		

32 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 2 inches x 21 feet, 4 inches	643sqft	22
Implementation Date		
2022-08-25		
Uploaded Files		

33Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		B3
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
Implementation Date		
2022-08-25		
Uploaded Files		
BMEE 1st Floor CRISIS MAP.pdf		

34Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		117
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 21 feet, 6 inches	634sqft	22
Implementation Date		
2022-08-25		
Uploaded Files		

35 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		B10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 24 feet, 0 inches	728sqft	26
Implementation Date		
2022-08-25		
Uploaded Files		

36 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain MS		802
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 26 feet, 0 inches	788sqft	28
Implementation Date		
2022-08-25		
Uploaded Files		

37Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain HS		115
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 9 inches x 21 feet, 6 inches	639sqft	22
Implementation Date		
2022-08-25		
Uploaded Files		

38Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		A9
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 4 inches x 10 feet, 0 inches	183sqft	6
Implementation Date		
2022-08-25		
Uploaded Files		

39 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Blue Mountain El East Sch		D8
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 22 feet, 4 inches	591sqft	21
Implementation Date		
2022-08-25		
Uploaded Files		

40 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

41Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	District Wide	District
Social Worker	1	Elementary	District
Social Worker	2	Secondary	District
Occupational Therapist	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	.21	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Transition Coordinator	.33	District Wide	District
Paraprofessionals	29.2	District Wide	District
Guidance Counselor	5	Secondary	District
Guidance Counselor	2	Elementary	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
PEAK curriculum			
Lead Person/Position		Year of Training	
Supervisor of Special Education, School Psychologists		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Annual PBIS Training Session: (1) PBIS: Why we use it. Who should do it?; Where is it used?; When should you use It ? (2) Expectations in each area; (2) Use of Eagle Bucks and rewards; (3) Discipline Issues.			
Lead Person/Position		Year of Training	
PBIS lead teachers		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

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Paraprofessional

Description of Training			
CPR			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Paraprofessionals

Description of Training			
SCM			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Paraprofessionals

Description of Training			
RBT			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
40	17	District	Paraprofessionals

Transition

Description of Training			
Indicator 13 compliance			
Lead Person/Position		Year of Training	
Transition Coordinator		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training

Science of Reading			
Lead Person/Position		Year of Training	
Hill Learning Center		2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Science of Reading refresher			
Lead Person/Position		Year of Training	
Hill Learning Center / Blue Mountain School District		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Community Information Series	
Lead Person/Position	Year of Training

District Personnel		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent trainings offered by community agencies such as IU29, PEAL Center, PA Family Network, and Arc of PA			
Lead Person/Position		Year of Training	
District Personnel		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
TBD	TBD	Other	Parents

IEP Development

Description of Training	
Writing effective, student-focused, compliant, and defensible IEPs	
Lead Person/Position	Year of Training
Director of Pupil Services, Supervisor of Special Education	2025 2026 2027 2028

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
The reevaluation process and writing compliance and defensible Reevaluation Reports			
Lead Person/Position		Year of Training	
Director of Pupil Services, Supervisor of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

