

# **BLUE MOUNTAIN SCHOOL DISTRICT**

## **Special Education Plan**

***2022 - 2025***



## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 508

School District Total Student Enrollment 2459

Percent of Students Receiving Special Education 20.7

## Steering Committee

Name	Position/Role	Building	Email
Dr. David Helsel	Superintendent	Blue Mountain SD	dhhelsel@bmsd.org
Dr. Frank Musitano	Director of Special Education	Blue Mountain SD	fmusitano@bmsd.org
Ms. Megan Lengle-Hughes	Other	Blue Mountain HS	mjlengle@bmsd
Mrs. Kelli Weston	Other	Blue Mountain SD	kmweston@bmsd.org
Mrs. Ashley Fuggiti	Parent	Blue Mountain HS	amfuggiti@bmsd.org
Mrs. Krista Kantner	General Education Teacher	Blue Mountain El East Sch	kmkantner@bmsd.org
Mr. Eric Schaeffer	Building Principal	Blue Mountain HS	ceschaeffer@bmsd.org
Mrs. Katie Hubiak	Other	Blue Mountain El East Sch	kahubiak@bmsd.org
Mr. Timothy Gombar	Other	Blue Mountain MS	trgombar@bmsd.org
Mrs. Michelle Vesay	Board Member	Blue Mountain SD	mzvesay@bmsd.org
Mrs. Gwendolyn Witmer-Belding	Director of Curriculum	Blue Mountain SD	gjbelding@bmsd.org
Dr. Tori Matoushek	Other	Blue Mountain El East Sch	vلماتoushek@bmsd.org
Mrs. Kristin Frederick	Other	Blue Mountain West/St. Ambrose Sch	knfrederick@bmsd.org
Dr. Jeanne Elberfeld	Other	Blue Mountain SD	jelberfeld@gmail.com
Mrs. Rosanne Zelusky	Board Member	Blue Mountain SD	rozelusky@comcast.net
Mrs. Missy Kanger	Other	Blue Mountain SD	MRKanger@bmsd.org
Marie Riegel	Board Member	Blue Mountain SD	mjriegel@bmsd.org
Nicole Cutler	Special Education Teacher	Blue Mountain El East Sch	nmcutler@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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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

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	6

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.)

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. The District assumes all paperwork responsibilities and service delivery obligations afforded to students under Chapters 14, 15, and 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 (Basic Educational Circular regarding Education Services for Students Incarcerated) as a supporting reference for 1306 students: Education Services for Students Incarcerated. 24 P.S. Section 13-1306.2 Act 33 of the Special Session of 1995, authorizing the adjudication of school age individuals as adults, has increased the student population in local correction institutions. Incarceration, however, does not negate the responsibility of a school district in which a local correction institution is located to provide education to the students residing in the institution. These students should receive basic and special education in the manner described below. I. Basic Education Until they reach 17 years of age, students are subject to compulsory education laws. Further, persons under 21 years of age who have not graduated have rights to an education upon request. It is the law and policy of the Commonwealth that all school-age individuals who are of compulsory school age must attend a program of basic instruction as further defined below, and that these programs must be offered to all school-age individuals ages 17-21 who have not received a high school diploma and who wish to continue their education. Act 30 of 1997 amended the Public School Code by including Section 1306.2 to define the minimum level of education that must be provided to school-age individuals incarcerated in adult local correction institutions. Section 1306.2(e) expressly defines local correction institutions to include any jail, prison or detention facility operated by a county or jointly by more than one county or by a municipality. Section 1306.2 delineates between school-age individuals that have been charged with a criminal offense and those individuals that have been convicted of a criminal offense. A. School Age Individuals Charged with a Criminal Offense Section 1306.2(b) requires that persons under twenty-one (21) years of age who are confined to an adult local correction institution following a charge for a criminal offense shall be eligible for educational services in the same manner and to the same extent as a student who has been placed in an alternative education program for disruptive students pursuant to Article XIX-C (Disruptive Student Programs). Alternative education programs for disruptive youth may operate outside the normal school day, and these programs may modify the requirements established in Sections 1327, 1501 and 1504 of the Public School Code insofar as they require a particular number of days or hours of instruction. In order to receive these waivers of the School Code, however, a district must annually either apply, or be a party to an application filed jointly with other districts or by an intermediate unit, to the Department pursuant to Article XIX-C. Local school districts who do not submit an application to operate an alternative education program for disruptive youth must provide basic education programs in the county prisons in conformity with all of the

requirements of the School Code, including the days, hours and curriculum requirements of the Code. While Section 1306.2(b) provides flexibility in the days and hours requirements of the School Code, Department approved alternative education programs for disruptive youth must permit students to make normal academic progress and achieve requirements for graduation as defined by either the home or host district. It is anticipated that alternative education programs in county jails and prisons will operate five days per week. In order to secure Department approval, programs must offer at least twenty (20) hours of instruction per week or fewer hours of instruction per week covering at least four of the following curricular areas: Language Arts, Math, Science, Social Studies, Health or Life Skills and show that normal academic progress may be achieved in fewer than twenty (20) hours of weekly instruction. Districts must explain in detail in their applications how their programs will meet these criteria. The Department will perform monitoring to confirm that all districts in which local correction institutions are located are offering alternative education programs that comply either with Department approved waivers or with the full requirements of the School Code and regulations.

**B. School Age Individuals Convicted of a Criminal Offense** Section 1306.2(a) requires that persons under twenty-one (21) years of age who are confined to an adult local correction institution following conviction for a criminal offense shall be eligible for educational services in the same manner and to the same extent as a student who has been expelled pursuant to Section 1318 of the Public School Code. Pursuant to 22 Pa. Code Section 12.6(e), expelled students who are less than 17 years of age are still subject to the compulsory school attendance law, and districts must make some provision for the students' education. Applicable to programs for both charged and convicted individuals, Section 1306 of the School Code requires the "host" district (the district in which the jail is located) to allow nonresident students residing in institutions within the district to attend the public schools of the host school district. Where this is not possible, the host district shall conduct an educational program at the institution. Historically, the host district has charged the school district where the student's parents live, or "resident" district, the host district's tuition rate as determined by Section 2561 of the School Code. Act 30 of 1997, by the addition of Section 1306.2(c), requires the Department of Education to effectuate necessary procedures for the transfer of funds from the school district of residence to the host school district in which the local correction institution is located. Pursuant to these procedures, the Department, not the host district, effectuates the transfer of funds. In doing so, the Department may deduct the appropriate amount from the basic education funding allocation of any school district whose resident students were provided educational services in a local correction facility. Districts educating individuals in local correction institutions should secure and file all applicable forms with the Department's Bureau of Budget and Fiscal Management, Division of Subsidy Data and Administration to ensure appropriate billing by the Department.

**II. Special Education** The federal Individuals with Disabilities Education Act (IDEA) imposes a duty on state educational agencies (SEAs) to ensure the rights of students with disabilities to a free appropriate public education (FAPE) in order to receive federal funds. As the SEA, the Department provides general supervision of services and programs under Pennsylvania's special education regulations and standards, Chapter 14. The Commonwealth has delegated to school districts the operational responsibility to offer FAPE to each student who is eligible for special education until the student or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first. School districts, within whose boundaries a local correction institution is located, should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP. Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education

program provided. Again, pursuant to Section 1306.2(c), the Department of Education will effectuate necessary procedures for the transfer of funds from the school district of residence to the school district in which the local correction institution is located which may include a deduction of the appropriate amount from the basic education funding allocation of any school district whose resident students were provided educational services in a local correction facility. In addition, the Department of Education will perform monitoring to confirm the appropriate provision of special education to children confined in local correction institutions. Districts have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854. Obviously, the provision of special education in local correction institutions is somewhat unique. Added pursuant to the 1997 amendments to the IDEA, Section 614(d)(6) recognizes the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons. Section 614(d)(6)(A) provides that the following requirements of IDEA do not apply: A. participation of children with disabilities in general assessments as is required in section 612(a)(17) and paragraph (1)(A)(v); and B. transition planning and transition services as is required in subclauses (I) and (II) of paragraph (1)(A)(vii) with respect to children whose eligibility will end, because of their age, before they will be released from prison. Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14. It should be noted that Section 614(d)(6) of the IDEA applies only to individuals with disabilities who have been convicted as adults under State law, not to those individuals who have merely been charged as an adult and are awaiting trial. Questions regarding this Basic Education Circular should be addressed to the Bureau of Community and Student Services (Basic Education), the Bureau of Special Education or Bureau of Correction Education (Special Education), or the Bureau of Budget and Fiscal Management (Funding issues).

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. Over the past few years, the District has had difficulty obtaining acknowledgement and payments for student from some of the home school districts. However, the District has utilized resources within the Department of Education to mitigate such issues. 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.



## 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).  
If a student who receives special education services is incarcerated outside of the district, then the home district will insist that an IEP be developed for the student and require a copy of that IEP for review and input into the PennData system. The District also tracks compliance documentation including, but not limited to, re-evaluation reports. In many cases, the Assistant Superintendent, Coordinator of Special Education or other administrator will participate in the IEP and/or reevaluation processes. The school psychologist will communicate with the educational provider if students that are classified as at-risk or who are in the process of evaluation prior to incarceration. The psychologist will provide direction to the educational provider in the host district to complete the evaluation or outline follow-up activities for the at-risk student. There are no incarceration facilities in the district.



## Least Restrictive Environment

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

Data from school year 2019-2020 indicates that the district was not meeting the state target for Indicator 5: Educational Environments. This data was captured through the 2020 Cyclical Monitoring conducted by PDE. The data from 2019-2020 revealed the following data: -SE Inside the Regular Education Class 80% or more: LEA 48.7%; State 61.5% -SE Inside the Regular Education Class less than 40%: LEA 3.8%; State 9.6% -SE In Other Settings: LEA 2.4%; State 4.8% The district must continue to amplify its effort to deliver special education programs and services in the least restrictive environment appropriate. Although the district places students in other settings at ½ the state average, 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.

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 and middle 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, guidance 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. At the middle school level, the guidance counselors and grade-level teams review grades monthly and meet with students who are failing. At the high school level, guidance counselors and the Coordinator of Special Education review failures and meet with students who are at risk for failing a marking period. 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 an aggressive tiered intervention system to address reading for both regular and special education students in grades K through 5. Furthermore, PBIS has been employed in all elementary buildings as well. At the Middle School, positive behavior support was introduced during the 2018-2019 school year as well as teachers that were trained and currently implementing Orton-Gilligham Intervention for students K through 8. At the high school level, special education students will be provided with monitored study and intervention classes for reading and mathematics. 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 Supplementary Aids and Services Toolkit. The use of the toolkit is a valuable resource to help IEP teams educate students in the Least Restrictive Environment (LRE). Blue Mountain Elementary schools have implemented PBIS (Positive Behavior Intervention Supports) to benefit the entire student population. We have clearly defined behavior expectations of 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.

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 in-person and on-line intervention tools. Moreover, district stakeholders participated in a two hour training session with Derry Township School District to examine their RtI / MTSS model and support network. As a result, the district will hire an additional Intervention Teacher and Social Worker to support the elementary and secondary levels. Furthermore, two school psychologists attended the NASP Conference this year to explore and implement Least Restrictive Environment practices. The district developed and completed an improvement plan as a follow-up to the Cyclical Monitoring by PDE. Below please find that plan: Actionable Steps List training, programming, and/or procedural outcomes. Identify and train a district training team on the best practices for delivery of supplementary aids and services and differentiated instruction in both regular education and special education (train-the-trainer model). Train district administration on supplementary aids and services and differentiated instruction in order to support the use of these practices at the building level and to support these practices through the classroom evaluation format. Clearly articulate the support from building and district administration in the implementation of the use of supplementary aids and services toolkit and differentiated instructional practices aimed at instructing diverse learners in the regular education classroom with consultative support from special education personnel. Clearly articulate practices that will be monitored in the evaluation practices of walk-throughs and clinical evaluation practices. Train special education teachers in their role as the consultants in working with supplementary aids and services with regular education teachers. Train regular education teachers on the use of supplementary aids and services and differentiated instruction in the regular education classroom. Implement supplementary aids and services and differentiated instruction in both regular and special education settings. Resource/Support Needed Identify who and what (support, material etc.) is needed to complete actionable steps. PaTTAN, private, and/or IU consultant to provide training. District training team will train building and district administration. Building and district administration will develop implementation structure in the school buildings. Building and district administration will communicate this support verbally and in writing on an on-going basis District training team; PaTTAN, private, and/or IU consultants. District training team. Trainers will establish initial and on-going training structured in smaller groups by departments or by building. District administrators, regular education teachers, special education teachers.

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 needed during extracurricular activities should be brought to the attention of the athletics administration, in the case of sports or to the building special education staff in the event of club or other extracurricular activities. The special education staff works with the extracurricular staff to provide needed supports, which may include the use of audiobooks, speech to text options, the use of enlarged print, and the use of technology to improve access to material. 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 and prom. 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 will receive special education services at programs operated by the Compass Academy AEDY, Schuylkill County Intermediate Unit (Maple Avenue Campus and Schuylkill Learning Academy), Bucks County Intermediate Unit, Centennial School, special education services in neighboring school district, and Behavioral Health Associates (BHA).

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 Kindergarten through second grades receive instruction in the Foundations and Heggardy 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 DIBELS 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 Kindergarten through third grade can qualify for Title I Reading classes or support from the Intervention Specialist in each elementary school. Elementary buildings have hired two intervention specialists to support students in grades K-8. The district is also hiring an additional Intervention Specialist to provide further support to students in need. 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 are working to shift curriculum instruction from a student's grade level to instructional level. Instructional levels are being determined through benchmark testing from IEP goals and standardized assessments including the DRA, QRI, STAR Reading and Mathematics. Students in the district have one to one access to computers and devices to supplement classroom instruction. The district is training staff in Trauma Informed practices. Staff members are developing quiet corners in their classroom and implementing strategies to better serve students with behavioral needs stemming from previous trauma. An additional School Social Worker is being hired to better meet the behavioral needs of our students. Students are occasionally placed out of district for behavioral concerns. In some cases, severity of needs would lead to a placement out of district as well. This could include students in need of a Multiple Disabilities Support classroom.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
BHA - Multiple Campuses	Licensed Private Academic		Behavioral Health Associates	Emotional Support	4
SCIU#29 - Maple Avenue Campus	Other	Special Education Public School	Schuylkill Intermediate Unit #29	Multiple Disabilities Support	1
BHA - Multiple Campuses	Licensed Private Academic		Behavioral Health Associates	Learning Support	2
Schuylkill Haven Middle School	Other	Regular School in a Neighboring School District	Schuylkill Haven School District	Life Skills Support	1
Bucks County IU - Mathom House	Other	1306 Residential	Bucks County Intermediate Unit #22	Learning Support	1
Bucks County IU - Community Options	Other	1306 Residential	Bucks County Intermediate Unit #22	Autistic Support	1
Centennial School	Approved Private School (APS)		Centennial School	Emotional Support	1
Schuylkill Haven Elementary School	Other	Regular School in a Neighboring School District.	Schuylkill Haven School District	Autistic Support	1
SCIU#29 - Schuylkill Learning Academy	Other	Special Education Public School	Schuylkill County Intermediate Unit #29	Learning Support	1

## Positive Behavior Support

Date of Approval

2016-12-15

Uploaded Files

Policy 113.2 Behavior Support.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, Snayberger Foundation, and has allocated ARP- ESSRS to procure and allocate funds to address the emotional, social needs of students with disabilities. Over the past two years, the district has made attempts to procure funding through other foundations to support Trauma Informed Practices in the schools. The district is planning to hire additional staff to provide individual and/or group psychological counseling services through a social worker. The district has hired two intervention teachers to address the academic and behavior needs of students in kindergarten through grade five in its elementary schools. The district is currently in the process of hiring a third intervention teacher to provide additional academic and behavioral support.

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.

Training Provided to Staff in the Use of 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. All school district instructional and support staff have been training in Trauma Informed Care through the Schuylkill County Resiliency Project. The District currently has agreement with Lakeside Neuro-Logic and is training over 35 instructional and support staff to provide comfort corners for students in five schools from Kindergarten through 12th grade.

3. Describe the district positive school wide support programs.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (PBIS): Purpose: The Blue Mountain School District believes in the use of positive behavior support techniques. Below please find excerpts from the Blue Mountain School District Elementary School Student Handbook: In compliance with state and federal law, the Blue Mountain School District will provide to each protected handi-capped student without discrimination or cost of the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. The Blue Mountain School District is committed to providing equal opportunities for all persons without regard to sex, race, creed, religion, ethnic background or handicap in its educational programs, policies and employment practices. Inquiries or for further information on the evaluation procedures and provision of services to protected handicapped students should be directed to Superintendent of Schools/.Designee, Equal Rights and Opportunities Compliance Officer (Title IX) of the Educational Amendments of 1972, and

Coordinator of Section 504 (Handicapped) of the Rehabilitation Act of 1973; 685 Red Dale Road, P.O. Box 188, Orwigsburg, PA 17961 (570-366-0515).

Mission Statement: The Blue Mountain School District will provide a comprehensive educational program to prepare all students to become successful citizens. Vision Statement The Blue Mountain School District envisions an educational system that: • Provides a diverse rigorous curriculum for all students that effectively incorporates technology. • Promotes a culture of continuous improvement, collaboration, perseverance and the Eagle Way (Honesty, Respect, Responsibility). • Ensures facilities that are well maintained and welcoming. The Elementary Handbook is published to provide a communication link between the student, the home, and the school. The elementary schools of the Blue Mountain School District strive to provide the best teachers, educational programs, and facilities. With continued cooperation from students, parents, and teachers the educational growth of the children will continue in a positive climate of learning. We stress the importance of reading the entire Elementary Handbook in which we describe the atmosphere, traditions and opportunities afforded your child. Be an EAGLE! 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 During the 2018-2019 school year, the Blue Mountain Middle School also developed a School-wide Positive Behavior Support program called SOAR. The program contains positive incentives and sets standards for appropriate behavior and good citizenship in the school environment.

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

Currently the school district is exploring options with Geisinger - St. Luke's hospital and other agencies to provide school based behavioral health services for students in the district. The district employs two Social Workers with LCSW credentials to service to all students enrolled in the district. A third social worker with LCSW credentials will be added effective at the beginning of the 2022-2023 school year. Two of the social workers on staff have been trained in a two year program credentialed to effect Trauma Informed Schools. Some students receive individual and/or group psychological counseling provided by a social worker as part of their IEPs as a related service.

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 2021-2022 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 (2022 through 2025).

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HELSSLS111	Multiple	Full-time (1.0)	05/19/2022 02:03 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		45
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
One speech clinician is assigned to this school and will serve a majority of the students between the ages of 14 and 21. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.69

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
This speech clinician is assigned to this school and may serve students between the ages of 5 and 11. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMFLSS116	Secondary	Full-time (1.0)	05/19/2022 02:04 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating a life skills support support class with a low incidence population. Most of the students remain in school beyond age 18 (until 21) years of age. Hence, there may be an extended age range beyond 4 years.. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.25

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Life Skills Support		

<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating a life skills support class with a low incidence population. Most of the students remain in school beyond age 18 (until 21) years of age. Hence, there may be an extended age range beyond 4 years.. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HTGAS141	Secondary	Full-time (1.0)	05/19/2022 01:40 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

The District is operating an autistic support class with a low incidence population. Most of the students remain in school beyond age 18 (until 21) years of age. Hence, there may be an extended age range beyond 4 years.. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HDKAS139	Secondary	Full-time (1.0)	05/19/2022 01:38 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating an autistic support class with a low incidence population. Most of the students remain in school beyond age 18 (until 21) years of age. Hence, there may be an extended age range beyond 4 years.. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HTSLS117	Secondary	Full-time (1.0)	05/19/2022 01:29 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		44
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HBJLS201	Secondary	Full-time (1.0)	05/19/2022 01:26 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.02	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HBSLS115	Secondary	Full-time (1.0)	05/19/2022 01:15 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating a transition learning support class. Some students remain in school beyond age 18 (Until 21) years of age. Hence, there may be an extended age range beyond 4 years. Students that are enrolled in the class and are outside the age range, have the issue documented on the IEP and NOREP.		0.75

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		



<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	
School District	Secondary	
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating a transition learning support class. Some students remain in school beyond age 18 (Until 21) years of age. Hence, there may be an extended age range beyond 4 years. Students that are enrolled in the class and are outside the age range, have the issue documented on the IEP and NOREP.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSLS205	Secondary	Full-time (1.0)	05/19/2022 12:57 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>
Blue Mountain HS
<b>Support Type</b>

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HLHLS218	Secondary	Full-time (1.0)	05/19/2022 12:51 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HRGLS119	Secondary	Full-time (1.0)	05/19/2022 12:45 PM

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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HDBLS118	Secondary	Full-time (1.0)	05/19/2022 12:40 PM
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<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MEAZSLSSP	Multiple	Full-time (1.0)	05/19/2022 12:11 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		38
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
One speech clinician is assigned to this school and will serve a majority of the students between the ages of 11 and 14. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.58

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

One speech clinician is assigned to this school and will serve a majority of the students between the ages of 5 and 11. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.	0.22
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MASAS815	Secondary	Full-time (1.0)	05/18/2022 04:27 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MJHALS802	Secondary	Full-time (1.0)	05/18/2022 04:22 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MKMLS501	Secondary	Full-time (1.0)	05/18/2022 04:10 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		45
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.9

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MRELS810	Secondary	Full-time (1.0)	05/18/2022 03:57 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MJHLS806	Secondary	Full-time (1.0)	05/18/2022 04:11 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MAULS809	Secondary	Full-time (1.0)	05/18/2022 03:50 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MEMLS811	Secondary	Full-time (1.0)	05/18/2022 03:46 PM

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MJMLS807	Secondary	Full-time (1.0)	05/18/2022 03:40 PM

<b>Building Name</b>
Blue Mountain MS

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Blue Mountain MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WCMSHSLS103	Multiple	Full-time (1.0)	05/16/2022 01:54 PM

<b>Building Name</b>		
Blue Mountain West/St. Ambrose Sch		
<b>Support Type</b>		

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
One speech clinician is assigned to this school and will serve a majority of the students between the ages of 5 and 8. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.38

<b>Building Name</b>		
Blue Mountain El Cressona Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
One speech clinician is assigned to this school and will serve a majority of the students between the ages of 8 and 11. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.46

<b>Building Name</b>
Blue Mountain MS
<b>Support Type</b>
Speech And Language Support
<b>Support Sub-Type</b>

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CJMLS204	Elementary	Full-time (1.0)	05/16/2022 01:42 PM

<b>Building Name</b>		
Blue Mountain El Cressona Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

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



Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CASLS103	Elementary	Full-time (1.0)	05/16/2022 01:38 PM

<b>Building Name</b>		
Blue Mountain El Cressona Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Blue Mountain El Cressona Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CBLLS109	Elementary	Full-time (1.0)	05/16/2022 01:35 PM

<b>Building Name</b>		
Blue Mountain El Cressona Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WMPLS109	Elementary	Full-time (1.0)	05/16/2022 01:30 PM

<b>Building Name</b>		
Blue Mountain West/St. Ambrose Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WSWLS109	Elementary	Full-time (1.0)	05/16/2022 01:27 PM

<b>Building Name</b>		
Blue Mountain West/St. Ambrose Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Blue Mountain West/St. Ambrose Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EARLSA10	Elementary	Full-time (1.0)	05/16/2022 01:02 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		58
<b>Identify Classroom</b>		<b>Classroom Location</b>
School District		Elementary
<b>Age Range Justification</b>		<b>FTE %</b>
One speech clinician is assigned to this school and will serve a majority of the students between the ages of 5 and 11. Most of the students are grouped within their grade or age span. If students that are enrolled in the class and are outside the age range have the issue documented on the IEP and NOREP.		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EROLSSC5	Elementary	Full-time (1.0)	05/16/2022 12:07 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating a life skills support class as a low incidence population. The students may be placed with students beyond the age range between 7 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.15

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

The District is operating a life skills support class as a low incidence population. The students may be placed with students beyond the age range between 7 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ECBASB3	Elementary	Full-time (1.0)	05/16/2022 12:18 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating an autistic support class as a low incidence population. The students may be placed with students beyond the age range between 5 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EMGASB9	Elementary	Full-time (1.0)	05/16/2022 01:04 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating an autistic support class as a low incidence population. The students may be placed with students beyond the age range between 7 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.5

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating an autistic support class as a low incidence population. The students may be placed with students beyond the age range between 7 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EFGESB2	Elementary	Full-time (1.0)	05/16/2022 12:14 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The District is operating an emotional support class as a low incidence population. The students may be placed with students beyond the age range between 6 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.		0.35

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>



The District is operating an emotional support class as a low incidence population. The students may be placed with students beyond the age range between 6 and 11 years of age. Hence, there is an extended age range beyond 3 years. Students that are enrolled in the class that are outside the age range have the issue documented on the IEP and NOREP.

0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHHLSE1	Elementary	Full-time (1.0)	05/16/2022 11:42 AM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.16

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EJHLS03	Elementary	Full-time (1.0)	05/16/2022 01:04 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHLWLSE5	Multiple	Full-time (1.0)	05/16/2022 11:30 AM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Blue Mountain HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ENCLSF7	Elementary	Full-time (1.0)	05/16/2022 01:05 PM

<b>Building Name</b>
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Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ENTLSD10	Elementary	Full-time (1.0)	05/16/2022 12:18 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EJLSB10	Elementary	Full-time (1.0)	05/16/2022 12:18 PM

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Blue Mountain El East Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1





## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		B10
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 4 inches x 24 feet, 0 inches	728sqft	26
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		F7
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 22 feet, 4 inches	640sqft	22
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		E5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 23 feet, 8 inches	923sqft	32
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		D3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 22 feet, 4 inches	591sqft	21
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		E1
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 25 feet, 9 inches	849sqft	30
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		B2
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 4 inches x 21 feet, 0 inches	679sqft	24
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		B9
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		B3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 21 feet, 0 inches	602sqft	21
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		A10
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 2 inches x 10 feet, 0 inches	241sqft	8
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		A9
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 4 inches x 10 feet, 0 inches	183sqft	6
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		D10
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 22 feet, 6 inches	585sqft	20
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El East Sch		C5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 4 inches x 24 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

12 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Blue Mountain West/St. Ambrose Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 3 inches x 28 feet, 6 inches	577sqft	20
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain West/St. Ambrose Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 11 feet, 0 inches	176sqft	6
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El Cressona Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 22 feet, 8 inches	770sqft	27
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El Cressona Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 22 feet, 9 inches	637sqft	22
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El Cressona Sch		204
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 4 inches x 22 feet, 6 inches	547sqft	19
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain El Cressona Sch		SR
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 8 inches x 13 feet, 6 inches	252sqft	9
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		807
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 2 inches x 33 feet, 3 inches	936sqft	33
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		809
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 8 inches x 23 feet, 0 inches	705sqft	25
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		815
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 8 inches x 18 feet, 8 inches	684sqft	24
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		810
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 2 inches	785sqft	28
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		811
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 6 inches x 25 feet, 8 inches	782sqft	27
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		802
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 4 inches x 26 feet, 0 inches	788sqft	28
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	



<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		501
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 8 inches x 23 feet, 9 inches	538sqft	19
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		806
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 4 inches x 26 feet, 8 inches	862sqft	30
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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26 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain MS		SP
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 4 inches x 11 feet, 8 inches	167sqft	5
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		118
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 18 feet, 0 inches	405sqft	14
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

28Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		119
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 2 inches x 21 feet, 4 inches	643sqft	22
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		218
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 2 inches x 23 feet, 0 inches	831sqft	29
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

30 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		205
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		115
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 9 inches x 21 feet, 6 inches	639sqft	22
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		201
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 6 inches x 25 feet, 8 inches	834sqft	29
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

33 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		128
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 6 inches x 21 feet, 8 inches	660sqft	23
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

#### 34 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		117
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 21 feet, 6 inches	634sqft	22
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		139
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
48 feet, 6 inches x 22 feet, 6 inches	1091sqft	38
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	



<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		141
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 4 inches x 14 feet, 7 inches	427sqft	15
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 37 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		116
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 9 inches x 22 feet, 10 inches	861sqft	30
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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38 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Blue Mountain HS		111
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 4 inches x 16 feet, 0 inches	357sqft	12
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	



## Special Education Support Services

### 40Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	Elementary	District
School Psychologist	1	Secondary	District
Social Worker	1.5	Elementary	District
Social Worker	1.5	Secondary	District
Occupational Therapist	1	Elementary	District
Occupational Therapist	.8	District Wide	Contractor
Physical Therapist	.21	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	26.68	District Wide	District
Guidance Counselor	5	Secondary	District
Guidance Counselor	2	Elementary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Applied Behavior Analysis (ABA) Overview - Annie Grabowski			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Megan Lengle - Coordinator of Special Education		2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1		Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
August, 2022: 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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BMEW Amanda Horoschak, Teacher; BMEC Jackie Brindle, Teacher		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
August, 2023: 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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BMEW Amanda Horoschak, Teacher; BMEC Jackie Brindle, Teacher		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators General Education Teachers

			Special Education Teachers
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<b>Description of Training</b>			
August, 2024: 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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BMEW Amanda Horoschak, Teacher; BMEC Jackie Brindle, Teacher		2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators General Education Teachers Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Agenda Day 1 (8 hours) - August 10th 2022 - 7:30-3:30: Sign in/ Review Agenda; Trauma Informed Care (Working Lunch); Wrap-Up/Questions/ Sign Out. Agenda Day 2 (7.5 hours) - August 11th 2022 7:30-3:30: Sign in/Review/Agenda; Related Services Overview of Jobs; Lunch; Confidentiality Review; SCM Restraint Overview			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Frank Musitano-Assistant Superintendent of Schools		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
15.5	2	District Other	Paraprofessionals

<b>Description of Training</b>	
Agenda Day 3 - (1) Overview of what sensory overload looks like and sensory processing issues (2 hours); (2) Behavioral Interventions (2.5 Hours)	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Frank Musitano-Assistant Superintendent of Schools	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	District Other	Paraprofessionals

Description of Training			
Agenda Day 1 (7.5 hours) - August, 2023-7:30-3:30: Sign in/ Review Agenda; Assistive Technology- Cindy Studlack; Lunch; CPR- District Staff; Wrap-Up/Questions/Sign Out. Agenda Day 2 (8 hours) - August, 2023 7:30-3:30: Sign in/Review/Agenda; ABA Overview - Annie Grabowski Or Literacy Strategies (IU TAC); Working Lunch; Confidentiality Review; SCM Restraint Overview)			
Lead Person/Position		Year of Training	
Frank Musitano-Assistant Superintendent of Schools		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
15.5	2	District Other	Building Administrators Paraprofessionals

Description of Training			
Agenda Day 3 - (1) How to increase independence for students with special needs (2 hours); (2) Assistive Technology (2.5 hours)			
Lead Person/Position		Year of Training	
Megan Lenge - Coordinator of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	District Intermediate Unit Other	Paraprofessionals

Description of Training			
Agenda Day 1 (8 hours) - August, 2024 - 7:30-3:30: Sign in/Review Agenda; Trauma Informed Care (Working Lunch); Wrap-Up/Questions/Sign Out. Agenda Day 2 (7.5 hours) - August, 2024 7:30-3:30: Sign in/Review/Agenda; Related Services Overview of Jobs; Lunch; Confidentiality Review; SCM Restraint Overview; Wrap-Up/Questions/Sign Out.			
Lead Person/Position		Year of Training	
Megan Lenge - Coordinator of Special Education		2024-2025	

Hours Per Training	Number of Sessions	Provider	Audience
15.5	1	District Intermediate Unit Other	Paraprofessionals

Description of Training			
Agenda Day 3 - (1) Transition Activities (2.5 hours); (2) Mental Health Programs (2 hours)			
Lead Person/Position		Year of Training	
Megan Lengle - Coordinator of Special Education		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	District Intermediate Unit	Paraprofessionals

## Transition

Description of Training			
Secondary Transition Best Practices – informational session outlining the best practice suggestions for daily practice and IEP writing related to transition age youth. Information will be similar to materials presented to prepare for cyclical monitoring.			
Lead Person/Position		Year of Training	
Doreen Milot-Schuylkill County IU29 Transition TAC		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers Other

Description of Training	
Preparing for and Supporting Transition. Informational session for parents to learn how youth with disabilities are preparing for transition to life after high school and how they can support the process during and after graduation/school completion.	
Lead Person/Position	Year of Training



(Doreen Milot, Schuylkill IU 29 Transition TaC)		2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	Intermediate Unit	Parents

### Science of Literacy

<b>Description of Training</b>			
Overview of New Literacy Resource - Special Education Teachers and Regular Education Teachers will be provided an overview of new curriculum resources that support literacy instruction in grades K-5. Teachers will discuss best practices for differentiated instruction as well as accommodating materials and instruction. The two sessions would be designed for primary (K-2) teachers and intermediate (grade 3-5) teachers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Gwen Belding, Principals and Elementary Lead Teachers		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
(1) Introduce the concept of “Kids do well if they can;” (2) Conflict occurs when students do not have the skills to handle what life is throwing at them; (3) Students do better when they have the skills to do better; (4) Challenging behavior is a matter of lack of skills not a matter of will; (5) This training will help teach the adults how to stay regulated so that they can regulate, then relate to, and reason with students and other adults; (6) Once others are regulated and their concerns are heard they can be become active problem solvers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jeanne Elberfeld/Lakeside		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents Paraprofessionals

<b>Description of Training</b>			
Overview of what sensory overload looks like and sensory processing issues			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Staff - Occupational Therapy		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Training for parents on helping students regarding their homework habits/creating a better homework environment.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Personnel		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

## IEP Development

<b>Description of Training</b>			
Formal training on IEP goals based on instructional level as opposed to standards-based IEPs. Implement new assessment and progress monitoring tools and expand intervention options where needed.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Frank Musitano, Assistant Superintendent of Schools and Angela Evans, Esquire		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District Other	Building Administrators Central Office Administrators Special Education Teachers Other
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## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

