

Profile and Plan Essentials

LEA Name		AUN	
Bloomsburg Area SD		116191203	
Address 1			
728 E 5th St			
Address 2			
City	State	Zip	
Bloomsburg	PA	17815	
Director of Special Education Name			
Mary Rose Latorre			
Director of Special Education Email			
mlatorre@bloomsd.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
570-784-5000		2008	
Chief Administrator Name			
Mr Jonathan J Cleaver			
Chief Administrator Email			
jcleaver@bloomsd.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education 331

School District Total Student Enrollment 1514

Percent of Students Receiving Special Education 21.9

Steering Committee

Name	Position/Role	Building	Email
Jonathan Cleaver	Superintendent	Bloomsburg Area SD	jcleaver@bloomsd.k12.pa.us
Amy Melchiorre	Director of Curriculum	Bloomsburg Area SD	amelchiorre@bloomsd.k12.pa.us
Cara Dunn	Building Principal	Memorial El Sch	cdunn@bloomsd.k12.pa.us
Guy Moses	Building Principal	W W Evans Memorial El Sch	gmoses@bloomsd.k12.pa.us
Wendy Arnold	Building Principal	Bloomsburg Area MS	warnold@bloomsd.k12.pa.us
Andrea Landis	Building Principal	Bloomsburg Area HS	alandis@bloomsd.k12.pa.us
Eve Ralston	Board Member	Bloomsburg Area SD	eralston@bloomsd.k12.pa.us
Stephanie Andreacci	Board Member	Bloomsburg Area SD	sandreacci@bloomsd.k12.pa.us
Luann Leisering	General Education Teacher	W W Evans Memorial El Sch	lleisering@bloomsd.k12.pa.us
Melissa Dement	Special Education Teacher	Bloomsburg Area HS	mdement@bloomsd.k12.pa.us
Rebecca Evans	Special Education Teacher	Memorial El Sch	revans@bloomsd.k12.pa.us
Brooke Bowman	Special Education Teacher	Bloomsburg Area MS	bbowman@bloomsd.k12.pa.us
Mary Sponenberg	Special Education Teacher	W W Evans Memorial El Sch	msponenberg@bloomsd.k12.pa.us
Laura Diaz	Parent	Bloomsburg Area SD	

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)

Improvement and Planning Activity
The LEA will expand career pathways and postsecondary readiness opportunities for students with IEPs. This includes hosting job fairs, organizing Career and Technical School presentations and tours, and providing individualized career planning. IEP transition planning will incorporate collaboration with the Office of Vocational Rehabilitation (OVR) and other community resources to ensure students are prepared for postsecondary education, employment, or vocational training.
The LEA, in collaboration with the high school principal and school counselors, will review quarterly lists of students who are at risk of being credit deficient or ineligible for graduation. IEP teams will hold timely revision meetings to determine individualized strategies and supports to help each student meet graduation requirements. This process ensures that academic interventions are responsive, timely, and aligned with each student’s needs.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Participation Rate: The LEA will develop and implement a communication plan to ensure that parents and guardians are fully informed of assessment dates and times. This plan will specifically address the needs of families whose students are enrolled in the district’s cyber program, ensuring they have access to timely and accurate information to support student participation.
Proficiency Rate: The District will use PVAAS data to view and monitor growth in student with disabilities who participate in PSSAs and Keystones.

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

Discrepancy Model

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

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

No

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

Bloomsburg Area School District does not currently have any 1306 facilities located within the district. Should such a facility be established in the district, BASD would collaborate with the facility's administration to ensure that nonresident students are provided with a free appropriate public education (FAPE) in the least restrictive environment (LRE) until graduation or until the completion of the school term in which they turn age 21, whichever occurs first. Bloomsburg Area School District would provide specially designed instruction, supports, and services, as well as curriculum adaptations or modifications, for eligible students with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA), and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. In compliance with state and federal law, the district has a responsibility under Child Find for children who are "thought to be" eligible for special education services, including nonresident students placed within the district boundaries. This responsibility includes locating, identifying, and evaluating all students with suspected disabilities. Bloomsburg Area School District provides notice that it conducts ongoing identification activities as part of its educational program. The purpose of these activities is to identify students who may be in need of special education and related services. All information gathered about a child is subject to the confidentiality provisions of federal and state law, including the Family Educational Rights and Privacy Act (FERPA). Bloomsburg Area School District maintains policies and procedures governing the collection, maintenance, destruction, and disclosure of student records to third parties. When a child is suspected of having a disability, the evaluation team gathers information to determine whether the child requires special education and related services, in accordance with required evaluation timelines. If the child is determined to be exceptional following the evaluation process, the district is responsible for developing an Individualized Education Program (IEP) within 30 calendar days of the issuance of the Evaluation Report. Parents are provided with procedural safeguards and prior written notice throughout the evaluation and IEP process. The IEP team includes school personnel, related service providers, the parent/guardian, and any other individuals deemed appropriate to address the child's needs. The IEP team reviews evaluation data and determines the types of supports and services to be provided, including the location, frequency, and duration of special education and related services. Educational placement decisions are made individually based on the LRE principle and the full continuum of placement options, and

are not based on disability category or administrative convenience. Parent concerns and input are considered throughout the development of the IEP. Extended School Year (ESY) services and transition services, when applicable, are considered by the IEP team in accordance with state and federal requirements. BASD ensures that all special education services outlined in the IEP are delivered by educators holding appropriate Special Education certification. Certification status is verified prior to hiring and/or placement, and teacher certifications and professional development compliance are monitored regularly by the Human Resources Department. Administrative oversight is provided to ensure fidelity of IEP implementation and ongoing compliance with IDEA and Section 504 requirements.

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

Bloomsburg Area School District communicates regularly with 1306 facility administrators and instructional staff through participation in multidisciplinary team meetings, ongoing review of student records and progress data, and direct communication regarding academic, behavioral, and social-emotional needs. Information shared includes IEP implementation, progress monitoring data, and recommendations related to instructional programming and supports. Student-specific needs are reviewed collaboratively to evaluate appropriate programming and placement across the full continuum of services. To ensure a successful transition back to the district, BASD actively participates in IEP team meetings focused on transition planning. Transition supports may include planned student visits to the home school, a gradual reintegration schedule with shared time between the 1306 placement and the district school, and coordinated support services. When appropriate, BASD coordinates transportation to support student participation in district-based programming during the transition process. Transition planning begins at the initial recommendation for return, continues throughout the transition period, and includes follow-up meetings after the student has fully returned to the regular school setting to monitor adjustment, review progress, and make any necessary program adjustments. Students returning from 1306 placements are provided opportunities to participate in school activities and programs with appropriate supports as determined by the IEP team.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

The Bloomsburg Area School District demonstrates a continued commitment to educating students with disabilities in the Least Restrictive Environment while providing a Free Appropriate Public Education. The district maintains a continuum of services, with IEP teams making individualized placement decisions based on student needs and a least restrictive philosophy. Review of current practices reflects ongoing improvement in inclusive opportunities within general education settings. The district has strengthened collaborative supports and instructional practices to better meet student needs in less restrictive environments. Continued focus on thoughtful IEP decision-making and professional development supports the district's efforts to maximize inclusion and positive student outcomes.

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

Bloomsburg Area School District utilizes a comprehensive system of universal practices to address the academic and social/emotional needs of all students who require accommodations within their learning environments. Instructional practices are grounded in differentiated instruction and universal design principles, allowing students multiple means to access content and demonstrate learning. Accommodations such as instructional adaptations, modified assessments, assistive technology, and alternative materials are embedded within general education classrooms as appropriate. Collaborative structures support these practices through regular grade-level team meetings, co-planning between general and special education staff, and shared problem-solving to address student needs early. Paraprofessional and administrative supports further enhance classroom instruction and implementation fidelity. Ongoing professional development for teachers, paraprofessionals, and administrators strengthens inclusive practices and responsiveness to diverse learners. To support social and emotional needs, the district employs counseling staff and partners with community agencies to provide preventative and responsive supports. Universal social-emotional learning practices, individualized behavior supports when needed, and access to calming spaces contribute to a supportive school climate. Physical accessibility, adapted equipment, and environmental modifications ensure that all students can participate meaningfully in educational settings. Together, these universal practices promote access, inclusion, and positive outcomes for all students requiring accommodations.

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

Bloomsburg Area School District provides academic programming and ongoing training to ensure students with disabilities meaningfully participate in the general education curriculum. Specially designed instruction, accommodations, and related services are determined through the IEP process, with IEP teams first considering supports that allow students to access instruction in the least restrictive environment. Placement decisions are individualized and based on student need, with the presumption that students can participate in

general education settings when appropriate supports are in place. Students have access to assistive technology, instructional materials, and alternate means of demonstrating learning as determined by the IEP team. The district prioritizes professional development to support inclusive practices. Training is provided to general education teachers, special education staff, paraprofessionals, and families, with a focus on accommodations, modifications, and effective instructional strategies. Inclusive practices and Least Restrictive Environment principles are embedded within the district's Induction program for new staff. Ongoing professional development is provided annually through in-house training and partnerships with external agencies such as PaTTAN, the CSIU, and other contracted providers. These collaborative and training efforts support meaningful access to the general education curriculum and promote positive educational outcomes for students with disabilities.

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

Bloomsburg Area School District recognizes that special education is a continuum of services rather than a place, and that these services may include indirect consultation, planning, environmental supports, and direct assistance as needed to support student participation. Supplementary aids and services necessary for meaningful participation in extracurricular activities are considered universally and provided based on individual student need. The district maintains ADA-compliant facilities and provides adapted equipment and environmental modifications to ensure access to extracurricular opportunities. Students with disabilities are encouraged and supported to participate alongside their peers in athletics, music, drama, clubs, and school-wide activities to the maximum extent appropriate. Through this inclusive approach, the district affirms its commitment to ensuring all students have equitable access to extracurricular experiences regardless of level or category of need.

5. Describe the School District procedures that ensure, 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-led extracurricular activities.

Bloomsburg Area School District has established procedures to ensure that, to the maximum extent appropriate, students with disabilities placed in private or out-of-district institutions are educated with nondisabled peers and have opportunities to participate in district-led extracurricular activities. When a student is placed in a more restrictive setting outside the district, a district LEA representative participates in the IEP meeting to ensure the provision of a Free Appropriate Public Education (FAPE). The IEP team, including the district LEA, regularly reviews student progress through progress monitoring data while the student is in the alternate placement. Placement decisions are revisited to determine whether the student can access instruction or activities in less restrictive settings. When appropriate, students placed outside the district are afforded opportunities to participate in district extracurricular activities, with supplementary aids and services provided as needed to support meaningful participation.

6. **Discuss the School 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).**

Bloomsburg Area School District regularly reviews out-of-district placement trends to identify areas where additional capacity, programming, or services may be needed to strengthen the district's continuum of services. When a student is placed in a more restrictive setting outside the district, a district LEA representative participates in the IEP meeting to ensure the provision of a Free Appropriate Public Education (FAPE). The IEP team, including the district LEA, continues to review progress monitoring data while the student is in the alternate placement. Out-of-district placement data are used to inform decisions related to program development, staffing needs, and professional development within the district. When appropriate, the district explores opportunities to expand in-district supports and services to reduce the need for more restrictive placements. If the IEP team determines that a student can return to a less restrictive environment, a transition plan is developed to support a successful return to the district setting. Through ongoing review of placement data, collaborative IEP team decision-making, and targeted planning, Bloomsburg Area School District continues to build capacity and expand programs in an effort to provide a comprehensive continuum of services for students with disabilities.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Millville Area School District	Other	Neighboring School District	Millville Area School District	Autistic Support	1
Children's Service Center	Other	Partial Hospitalization	Children's Service Center	Emotional Support	1
New Story Berwick	Licensed Private Academic		New Story Schools	Emotional Support	4
The Graham Academy	Licensed		The Graham Academy	Autistic	4

	Private Academic			Support	
5 Star	Other	Partial Hospitalization/motional Support	Central Susquehanna Intermediate Unit	Emotional Support	2
PRIDE IES at Shamokin Academy	Licensed Private Academic		Behavioral Health Associates	Emotional Support	1
Abraxas Academy	Other	Other Private, Non-Licensed Entity	Abraxas Youth and Family	Emotional Support	1
Columbia-Montour Area Vocational Technical School	Other	Vocational Technical School	Columbia-Montour Area Vocational Technical School	Learning Support	23
The Blue Jay Academy	Other	Transition Academy	Central Columbia School District/Central Susquehanna Intermediate Unit	Emotional Support	1
Work Foundations	Other	Other Public Facility	Central Susquehanna Intermediate Unit	Life Skills Support	1
Beyond Boundaries	Other	Other Public Facility	Central Susquehanna Intermediate Unit	Emotional Support	2

Positive Behavior Support

Date of Approval

2018-11-19

Uploaded Files

Policy 113.1 Discipline of Students with Disabilities.pdf

Policy 113.2 Behavior Support.pdf

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

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Special Education students are educated within district-operated classrooms, located in the general education school environments. An emotional Support classroom is located in one of the elementary general education school buildings. This environment offers assistance to students. The School District supports the emotional and social needs of students with disabilities by educating students in the least restrictive environment and providing individualized supports designed to promote social, emotional, and behavioral success. Students are educated in general education settings whenever appropriate, with supplementary aids and services provided as needed. Placement outside of the regular education classroom occurs only when the nature or severity of a student's disability prevents satisfactory progress, even with supports. The Individualized Education Program (IEP) team develops Positive Behavior Support Plans (PBSPs) for students who require targeted behavioral interventions to address behaviors that interfere with learning. Functional Behavior Assessments (FBAs) are conducted to inform and guide these supports. All identification, evaluation, and program implementation are conducted in accordance with state and federal laws and regulations.

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

The Bloomsburg Area School District provides annual training to staff in positive behavior supports, de-escalation techniques, and appropriate responses to behaviors requiring immediate intervention. The District utilizes two trained Safe Crisis Management

instructors to deliver professional development on both physical and non-physical crisis prevention strategies. Administrators, teachers, and paraprofessionals in high-risk settings are trained annually in de-escalation, behavior support, and crisis management techniques. Safe holds are used only as a last resort and in accordance with district policy and state and federal regulations.

3. Describe the School District's positive school wide support programs.

Bloomsburg Elementary Schools implement Positive Behavioral Interventions and Supports (PBIS) to promote safe, respectful, and supportive learning environments for all students. PBIS emphasizes teaching and reinforcing positive behaviors rather than relying solely on consequences for inappropriate behavior. As part of the PBIS framework, students earn PAWS (point currency) as positive reinforcement for demonstrating expected school-wide behaviors. These behaviors align with the PAWS expectations, including being respectful, responsible, and safe. Teachers and staff award PAWS Points through the PBIS points software when students exhibit these behaviors throughout the school day. PAWS Points promote consistency, motivate positive choices, and help build a culture of recognition and accountability across both buildings. Students are able to track their PAWS Points and redeem them for incentives, celebrations, or privileges, reinforcing the connection between positive behavior and positive outcomes. Instructional Support Team (IST) In addition to PBIS supports, Bloomsburg Elementary Schools utilize an Instructional Support Team (IST) to address academic, behavioral, and social-emotional concerns. The IST is a collaborative team that includes special education teachers, general education teachers, guidance counselors, intervention specialists, the school counselor, and the principal. When a classroom teacher brings forward concerns about a student, the IST meets to review relevant data, share insights from multiple perspectives, and develop targeted interventions and strategies. These supports are proactive, individualized, and designed to assist students within the general education setting whenever possible. PAWS (Pause) Hallway – Reflection and Regulation Support In addition to positive reinforcement, Bloomsburg Elementary Schools provide the PAWS (Pause) Hallway, a structured and supportive space designed to help students pause, reflect, and regulate their behavior in a calm environment. The PAWS Hallway allows students to spend 5–15 minutes reflecting on their behavior, choices, and emotional regulation. This space is not punitive, but rather a proactive support for building self-awareness and responsible decision-making. The PAWS Hallway may be used in two ways: • As a Step 1 disciplinary response, allowing students the opportunity to reflect and reset before further disciplinary action is considered. • As a self-regulation and reflection space, where students can pause and process behavior or emotions without disciplinary consequences. In both situations, students check in with the principal or guidance counselor before returning to class. This ensures understanding, accountability, and support while reinforcing positive behavior expectations and helping students transition successfully back into the learning environment. Through the combined use of PBIS with PAWS Points, the PAWS Hallway, and the IST problem-solving process, Bloomsburg Elementary Schools (Beaver Main and W.W. Evans) promote positive behavior, early intervention, and collaborative support for all students. Bloomsburg Middle School At Bloomsburg Middle School, we believe all students have the opportunity to be successful both academically and socially through a proactive, school-wide approach to positive behavior support. Bloomsburg Middle School implements a School-Wide

Positive Behavior Interventions and Supports (SWPBIS) framework designed to promote a safe, respectful, and supportive learning environment for all students. Bloomsburg Middle School's PBIS program is grounded in a clearly defined expectations matrix that outlines behavioral expectations across all school settings, including hallways/lockers, cafeteria, classrooms, arrival/dismissal, bathrooms, transportation, office areas, and the use of technology. These expectations are reinforced through the school's PAWS framework, which emphasizes students Practicing Respect & Kindness, Acting Responsibly, Working Hard, and Staying Safe. The PAWS expectations provide a consistent, common language for students and staff and clearly define what appropriate behavior looks like in each setting. To ensure visibility and consistency, the PBIS expectations matrix is posted in every classroom and in key areas throughout the building. PBIS lessons and activities are explicitly taught at the start of the school year and revisited mid-year to reinforce expectations. In addition, targeted lessons are retaught at identified times throughout the school year based on student needs, data review, or observed behavioral trends. Expectations are reviewed through classroom instruction, advisory activities, assemblies, and following extended breaks or school-wide events to ensure consistency and clarity for all students. Positive behaviors aligned with PAWS expectations are acknowledged through a variety of incentives and recognition systems. Bloomsburg Middle School operates a PBIS School Store where students can redeem earned incentives, and some teachers also implement classroom-based PBIS stores to reinforce positive behaviors at the classroom level. PBIS levels are identified for each grade level, and building-wide goals are established throughout the school year. When grade-level or school-wide PAWS goals are met, students earn collective rewards such as movie days, popcorn, ice cream, or other celebratory activities. Students have opportunities to participate in school-wide PAWS-related events and activities throughout the year, including events such as the Turkey Bowl. Monthly raffles are conducted to recognize positive behavior, with incentives such as Halloween buckets, signed footballs from the football team, and other student-interest rewards. In addition, activity periods are held that allow all students to participate in inclusive enrichment opportunities such as cupcake decorating, craft creation, soccer, and other structured activities. The Bloomsburg Middle School PBIS Committee meets regularly to review the effectiveness of the PBIS program, analyze behavioral data, plan incentives and fundraising efforts, and address identified areas of need or concern. Data-driven decision-making supports continuous improvement of the PBIS framework and ensures alignment with student and building needs. Bloomsburg Middle School utilizes PBIS Rewards through the Navigate360 platform to track student behavior, reinforce positive actions, and monitor progress over time. Parents and guardians are provided with information about PBIS Rewards and are given the opportunity to access the PBIS Rewards app to track their child's progress and earned incentives, supporting communication between home and school. Bloomsburg Middle School's PBIS framework includes tiered supports for students who require additional behavioral, social, or emotional assistance. At the Tier 2 level, Check-In/Check-Out (CICO) interventions are implemented and tracked using the PBIS Rewards app to support students in meeting daily behavioral goals. Navigate360 is utilized to support Tier 2 and Tier 3 individual behavior interventions, in addition to its use for Tier 1 lessons, allowing staff to monitor progress, document interventions, and adjust supports based on student needs. Through the implementation of the PBIS

and PAWS frameworks, Bloomsburg Middle School fosters a positive school culture that promotes responsibility, respect, engagement, and safety, ensuring all students have access to a learning environment that supports their academic and social-emotional success.

4. Describe the School District's school-based behavior health services.

The Bloomsburg Area School District provides comprehensive school-based behavioral health services through strong partnerships with local agencies and internal supports. The District maintains close relationships with two nearby facilities that offer partial hospitalization services to support students with significant mental health needs. District staff collaborate with community agencies as needed and participate in Child and Adolescent Service System Program (CASSP) meetings to address student mental health and family needs. BASD has partnered with the county to share the cost of a school-based Prevention Specialist who serves as a liaison between the District, families, and community agencies. In addition, the District employs two licensed mental health counselors who provide individual and group counseling services across all grade levels. Counseling supports address a wide range of needs, including social skills development, anger management, and interpersonal communication. The District also implements the Student Assistance Program (SAP) in its secondary buildings. SAP teams, consisting of administrators, counselors, teachers, and support staff, meet monthly to review student referrals and address concerns such as academic decline, family challenges, behavioral concerns, substance use, and overall student well-being. Parents are actively involved in the process, and outside agencies are engaged when additional support is needed.

5. Describe the School District's restraint procedure.

The Bloomsburg Area School District offers Safe Crisis Management training to all staff, including de-escalation techniques. The District has two certified trainers who provide annual certification and recertification. These trainers also offer de-escalation training to staff who are not trained in physical restraints but wish to use proactive strategies in their classroom settings. Positive behavioral interventions and supports are incorporated into a student's IEP when appropriate, and a separate behavior support plan is not required if these supports sufficiently address student needs. All interventions are selected to be the least intrusive necessary. Physical restraints are used only as a last resort when a student presents a clear and present danger to themselves or others and when less restrictive measures have been unsuccessful. When restraints are used, parents or guardians are notified as soon as possible, and an IEP team meeting is held within ten school days unless waived in writing. The IEP team reviews the incident and considers the need for a functional behavioral assessment, reevaluation, revisions to the Positive Behavior Support Plan, or changes in placement. Restraints may be included in an IEP only when they are part of a Positive Behavior Support Plan, used alongside instruction in appropriate alternative behaviors, implemented by trained staff, and paired with efforts to eliminate restraint use. Mechanical restraints are used only when specified in a student's IEP, based on medical determination and parent agreement, and solely to prevent injury or support physical functioning. The District follows all state and federal reporting requirements, including parent notification, written incident documentation, and submission to the state Restraint Information System Collection. The District reviews restraint data regularly to

ensure accountability, reduce reliance on restraints, and promote positive behavioral supports, resulting in a decrease in restraint use over time.

Intensive Interagency

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

The Bloomsburg Area School district is able to provide a Free Appropriate Public Education (FAPE) to all students who are residents of the district. Through its current special education programs and services, the district is able to maintain most students in their neighborhood schools. Interagency meetings are conducted based on individual student need. In cases where services are prescribed by a qualified medical practitioner, the district collaborates with public and community agencies to provide educational programming, including partial hospitalization programs. In such instances, the district assumes responsibility for ensuring that students placed in treatment facilities continue to receive FAPE. When necessary, the district seeks assistance from the Columbia County Child and Adolescent Service System Program (CASSP). The Bloomsburg Area School district continues to develop positive working relationships with county agencies, which provide supports such as wraparound services, behavioral consultation, and mental health counseling. The district occasionally places students on Instruction Conducted in the Home when medically necessary or when a student is temporarily unable to attend school due to significant medical or mental health needs. These placements are intended to be short-term and are reviewed on an ongoing basis. During periods of homebound instruction, the district ensures the provision of instructional services and any related services required by the student's IEP through district staff or contracted service providers. Student progress and IEPs are reviewed frequently to monitor timelines, support timely transitions, and reduce the risk of students remaining on homebound instruction or without an appropriate placement beyond 30 days. The district is aware of and complies with the reporting requirements outlined in the Cordero Court Order of 1993 for any student receiving instruction in the home or through homebound services. The district's Prevention Intervention Team includes a CMSU Prevention Specialist who serves as a liaison with community agencies, a mental health counselor who coordinates services within the district, and a licensed school counselor.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Paraprofessionals	16	Elementary	District
Other	Mental Health Counselor	District Wide	District
Paraprofessionals	6	Secondary	District
Behavior Specialist	1	Elementary	District
Transition Coordinator	1	District Wide	District
Social Worker	1	Secondary	District
Social Worker	1	Elementary	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Other	Prevention Specialist	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Evidence based practices for supporting students with autism, including communication strategies, social skills development, sensory accommodations, and classroom modifications.			
Lead Person/Position		Year of Training	
Director of Student Service/IU/Autistic Support Teachers		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management Training			
Lead Person/Position		Year of Training	
JKM Associates and Certified District Trainers		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	District	Building Administrators

			General Education Teachers Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
CPR and First Aid Training			
Lead Person/Position		Year of Training	
Red Cross		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District	Paraprofessionals

Description of Training			
Strategies for Challenging Behavior			
Lead Person/Position		Year of Training	
The ARC of Pennsylvania		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training			
The Hidden Curriculum			
Lead Person/Position		Year of Training	
The ARC of Pennsylvania		2026	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training			
Central Susquehanna Intermediate Unit Annual Trainings including behavior, reading, and trauma practices			
Lead Person/Position		Year of Training	
Central Susquehanna Intermediate Unit		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Paraprofessionals

Transition

Description of Training	
Indicator 13 Training	
Lead Person/Position	Year of Training
Secondary Special Education Teachers	2026
	2027
	2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Paraprofessionals

Description of Training			
Transition Clinic - Post high school planning for employment, post secondary education, and independent living			
Lead Person/Position		Year of Training	
Special Education Teachers/Transition Coordinator		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training	
Early Intervention Meetings - Transition to Kindergarten	
Lead Person/Position	Year of Training
Director of Student Services/District Staff/IU	2026
	2027
	2028
	2029

Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit	Building Administrators General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS)			
Lead Person/Position		Year of Training	
Intermediate Unit Trainer		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	District Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Office of Vocational Rehabilitation (OVR) Training for Families	
Lead Person/Position	Year of Training
Special Education Staff	2026

		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Building Administrators Parents Special Education Teachers

IEP Development

Description of Training			
Special Education Procedures and Maintaining Compliance			
Lead Person/Position		Year of Training	
Director of Special Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

Special Ed Plan Signature Page.pdf

- 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

Special Education Facilities

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

1Assurance Check

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

Building Name		Room #
Bloomsburg Area HS		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

16 feet, 0 inches x 26 feet, 5 inches	422sqft	15
Implementation Date		
2023-02-20		
Uploaded Files		
Appendix C High School Map.docx		

2Assurance Check

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

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

3Assurance Check

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

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

4Assurance Check

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

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

5Assurance Check

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

Building Name		Room #
Bloomsburg Area MS		106
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 8 inches x 22 feet, 6 inches	600sqft	21
Implementation Date		
2023-02-20		
Uploaded Files		

6Assurance Check

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

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

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

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

8Assurance Check

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

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

9Assurance Check

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

Building Name	Room #
W W Evans Memorial El Sch	27
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 11 inches x 27 feet, 5 inches	792sqft	28
Implementation Date		
2023-02-20		
Uploaded Files		

10Assurance Check

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

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

11Assurance Check

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

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

12Assurance Check

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

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

13Assurance Check

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

Building Name		Room #
Memorial El Sch		212A
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2023-03-03		
Uploaded Files		
Memorial Map 7.2.21.xlsx		

14Assurance Check

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

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

15Assurance Check

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

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

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	
The location of the class has been maintained for at least 3 school years.		No

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

17Assurance Check

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

Building Name		Room #
Memorial El Sch		115
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2023-03-03		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Bloomsburg Area HS		019
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
Implementation Date		
2024-08-13		
Uploaded Files		

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

Building Name		Room #
W W Evans Memorial El Sch		144
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 22 feet, 0 inches	715sqft	25
Implementation Date		
2025-06-17		
Uploaded Files		

20Assurance Check

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

Special Education Facilities

Building Name		Room #
W W Evans Memorial El Sch		161
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 8 inches x 22 feet, 2 inches	967sqft	34
Implementation Date		
2025-06-17		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
W W Evans Memorial El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

16 feet, 4 inches x 25 feet, 0 inches	408sqft	14
Implementation Date		
2025-06-17		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Memorial El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2025-06-26		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Memorial El Sch		147
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2025-06-26		
Uploaded Files		

4Assurance Check

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

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	03/03/2026 09:56 AM

Building Name		
W W Evans Memorial El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.45

Building Name		
Memorial El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11

Age Range Justification	FTE %
Students are seen individually or in small groups within age range requirements.	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	03/03/2026 09:41 AM

Building Name		
W W Evans Memorial El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.5

Building Name		
W W Evans Memorial El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	03/03/2026 09:37 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	03/03/2026 09:56 AM

Building Name		
Bloomsburg Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.33

Building Name		
Bloomsburg Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.15

Building Name		
Bloomsburg Area HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	03/03/2026 09:56 AM

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and		0.2

that the classroom may exceed it at times. Parents sign an age waiver	
---	--

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Multiple	Full-time (1.0)	03/03/2026 09:46 AM

Building Name	
Bloomsburg Area MS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load

Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.26

Building Name		
Bloomsburg Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.11

Building Name		
Beaver-Main El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	03/03/2026 08:50 AM

Building Name		
Memorial El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	03/03/2026 08:54 AM

Building Name		
Memorial El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.1

Building Name		
W W Evans Memorial El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.08

Building Name		
W W Evans Memorial El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	03/03/2026 08:55 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16

Age Range Justification	FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	03/03/2026 08:56 AM

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.32

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	03/03/2026 09:56 AM

Building Name		
W W Evans Memorial El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		0.38

Building Name
W W Evans Memorial El Sch
Support Type

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	03/03/2026 09:05 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %

Students are seen individually or in small groups within age range requirements.	0.1
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Building Name		
Bloomsburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.3

Building Name		
Bloomsburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and		0.08

that the classroom may exceed it at times. Parents sign an age waiver	
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	03/03/2026 09:12 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	03/03/2026 09:13 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.05

Building Name		
Bloomsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	03/03/2026 09:15 AM

Building Name		
Bloomsburg Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver.		0.15

Building Name		
Bloomsburg Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21

Age Range Justification	FTE %
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	03/03/2026 09:18 AM

Building Name		
Bloomsburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.15

Building Name		
Bloomsburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 19
Age Range Justification		FTE %
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	03/03/2026 09:24 AM

Building Name		
Bloomsburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	03/03/2026 09:30 AM

Building Name		
Memorial El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.17

Building Name		
Memorial El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Careful consideration is given to student scheduling. Based on specials and lunches and classes that the students are included in students in the classroom do not exceed the age range limit. Parents are informed of the age range limit and that the classroom exceeds it. Parents sign an age waiver.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	03/03/2026 09:31 AM

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.3

Building Name		
Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements. Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	03/03/2026 09:34 AM

Building Name		
W W Evans Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.36

Building Name	
W W Evans Memorial El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Parents are informed of the age range limit and that the classroom may exceed it at times. Parents sign an age waiver		0.1

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	03/03/2026 09:35 AM

Building Name		
Bloomsburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range requirements.		0.24