Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Tuesday, July 06, 2010
(Last Approved: Friday, July 02, 2010)

Entity: Bloomsburg Area SD
Address: 728 E 5th St
Bloomsburg, PA 17815-2305
Phone: (570) 784-5000
Contact Name: Cosmas Curry

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Bloomsburg Area SD	Central Susquehanna IU 16	Dr. Cosmas Curry	5	1766	295

District Special Education Contact:

Name	Title	Phone	Fax	Email
Jillann J. Robbins	Director of Special Education	5707845000	5703878832	jrobbins@bloomsd.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Curry, Cosmas	Bloomsburg Area School District	Administrator	Administrators
Keller, Lisa	Bloomsburg Area School District	Middle School Teacher	Peers
Knupp, Lindsay	Bloomsburg Area School District	Special Education Teacher	Peers
Robbins, Jillann	Bloomsburg Area School District	Administrator	Administrators
Robinson, Julia	Bloomsburg Area School District	Ed Specialist - School Psychologist	Peers
Stolz, Angela	Parent	Parent	Administrator/Director of Special Edu.

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Bloomsburg Area School District is a small rural school district in central Pennsylvania. Our special education and regular education staff are comprised of highly-qualified and dedicated professionals and paraprofessionals. The majority of district staff resides in the local area, aiding in school/community relations and parent communication. The close geographical relationship of the Bloomsburg Area School District with the Central Susquehanna Intermediate Unit and neighboring school districts allows us to provide a full continuum of services for our students. The Bloomsburg Area School District provides the following special educational programs: learning support K-12, speech and language services K-12, middle school and high school life skills support, middle school and elementary emotional support, autistic support itinerant level K-12, and a K-2 language development program. The low-incidence programs offered by the Bloomsburg Area School District are available to neighboring school districts through a fair share program overseen by the intermediate unit.

The Bloomsburg Area School District has a close working relationship with Bloomsburg University. The relationship includes direct interaction with the Special Education Department, the Reading Department, the Early Childhood and Elementary Education Department, and the College of Professional Studies. The professional and paraprofessional staffs attend classes, conferences and workshops provided by the university. Bloomsburg University's graduate reading program operates a remedial summer reading program held for students in grades K-5 in our district. The Bloomsburg Area School District also participates in internship programs, student teaching, and supports the educational technology and assessment classes at the university.

The Bloomsburg Area School District operates a pre-kindergarten summer program to assist students transitioning from early intervention to kindergarten. All pre-kindergarten students are screened. Parents of students scoring below a 30% threshold are given the opportunity to send their child to the pre-kindergarten

program.

The Bloomsburg Area School District provides a full continuum of transition services for students. A job coach is available for high school students, and the district has approximately twenty-five students attending the regional vocational technical school. Yearly transition clinics are available to students as needed. On a two year rotation, tenth through twelve grade students attend the regional transition conference held at Bloomsburg University. Individual student transition goals are directly aligned with their graduation project requirement. Students transitioning to college are well-prepared through Bloomsburg Area School District's strong academic program for students who are learning disabled; the district collaborates with local two-year and four-year educational institutions for enrollment of our students upon successful high school graduation.

Bloomsburg Area School District also provides students with a K-12 behavior support teacher. This support has offered assistance to students, parents, and staff to develop positive behavior strategies. The behavior support teacher has created functional behavior assessments and positive behavior plans. The continued collaboration between parents, teachers and students has helped develop positive behavior plans.

Identifying Students with Learning Disabilities

The Bloomsburg Area School District identifies students with a learning disability using a multi-step process. The process usually begins with the concern of a teacher or parent about a student's difficulty in learning basic skills or understanding grade level content. The school district is currently moving towards the RTII model and are in the process of attending trainings and working as a team to establish this process effectively. Currently the process includes:

The teacher collects data using curriculum based assessments such as, the DIBELS, reading probes, and the 4-sight. **Based on the data, the teacher will implement instructional interventions, and then measure the success of these assessments. If the student does not meet the teacher's requirements they are referred to the Intervention Team.** The team consists of referring teacher, guidance counselor, school psychologist, Title 1 teacher, and principal. The team meets once a month. At an initial meeting the team with come up with interventions and strategies to help the student succeed. The teacher will put these strategies in place from 30-60 days and then review the data. The team will then meet again to analyze the success of the interventions. If there was success more strategies will be implemented to continue the success of the student. If the student has not made adequate progress than a referral is initiated to be tested by the school psychologist.

The parent will be issued a permission to evaluate (PTE). Once the parent has signed the PTE the student will be placed on a waiting list for evaluation. The student is evaluated by the school psychologist using input from the parent, teachers, classroom observations, record review, individualized administered cognitive and achievement assessments as well as process based assessments.

The team will reconvene after testing is completed, review all data that is collected, and decide if the student meets criteria for a Specific Learning Disability as defined by both the federal and state regulations. Using a discrepancy model, the following options are considered:

1.   A significant difference within the ability test scores between verbal comprehension and perceptual reasoning;

2.   A significant difference between the full scale ability score and the achievement test standard score or:

3.   A significant difference between the full scale ability score and the achievement test grade level score.

A significant difference is defined as a minimum of 1.5 standard deviations, or 1.5 grade levels between the scores identified above. If the team decides the student meets the criteria, then specially designed instruction is considered as an option using a de.

If a parent requests an educational evaluation, the District either honors that request by interrupting the IT process and moving directly into evaluation (with permission), or defends its refusal before a hearing officer.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
St. Joesph Center Residentiall facility		1

Incarcerated Students Oversight

This service is contracted with the Central Susquehanna Intermediate Unit (IU #16). The IU staff meet on a regular basis with staff at the Columbia County Prison to determine educational needs of eligible prisoners. The IU has staff available for evaluation and instruction when the prisoner is deemed eligible.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Columbia County Prison IU 16		0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

A team approach is used to identify the local resources and services that are available to students in regular education that may help them to be more successful. The district utilizes tutoring, classroom accommodations, Title I, ESL services, and summer programs based on student need. Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Only when the Intervention options have been exhausted, or in cases where we have direct parent referral, do we refer for a multi-disability evaluation or special services. Agencies are utilized to supply supports for students. Some of these agencies are: mental health/mental retardation, wrap around services through various agencies, and counseling services.

If Bloomsburg Area School District is having problems finding an appropriate placement for a student we will contact either the Central Susquehanna Intermediate Unit 16 (CSIU) to recieve assistance from the interagency coordinator and/or the Regional Interagency Cooridinator (RIC) at Pattan to help find proper resources and placements for students.

To the maximum extent appropriate the Bloomsburg Area School District includes identified students with non disabled peers. On the Special Education Data Sheet under, "types of service provided," you will find the one area the district has a discrepancy is in the itinerant section. In this area the Bloomsburg Area School District has 18% more students in an itinerant model of instruction than the state average. Progress monitoring data and direct instruction have been particularly useful in making placement decisions and monitoring academic gains students have made when considering a change in placement. Utilizing the same curriculum and assessments as regular

education students, makes integration and movement between special education and regular education easier. Students with disabilities are considered for more restrictive programs when they fail to make successful academic and behavioral gains necessary to progress through the general curriculum with special education supports and services in place.

Currently Bloomsburg School District has adopted a co-teaching model K-12 and it is successful. Students continue to show success in this model due to the exposure to standard-aligned curriculum.

Supplementary Aids and Services

Service/Resource	Description
504 Services	Provided to any student who qualifies for 504 plan intervention.
Assistive Technology and Services	Provided to any special education student who may need assistive devices to learn.
BASE Team	A BASE Team is operational in the high school to provide a format for crisis interventions that may be needed by students.
Behavior Specialist	Provides positive behavior strategies for students and teachers within the classroom and if needed will develop Functional Behavior Assessments (FBA).
Bloomsburg University	Local university provides opportunities for Bloomsburg students and teachers to receive a multitude of services including but not limited to: tutoring, assembly programs, on site visitations, and expert resources. BASD accepts student teachers from Bloomsburg University.
Breakfast and Lunch Program	Breakfast and lunch program located in each school provides nutritional foods for all students K-12. Free and reduced opportunities are offered to those who qualify.
Computer Labs	Computer labs in each building provide opportunities for K-12 students to utilize technology to enhance their learning.
CSIU 16	IU 16 provides a multitude of services including professional development, coordination of services, special education classes, and many other services.
District Policies	District Policies address the following student services: controlled substances, attendance, student code of conduct, discrimination, corporal punishment, exclusion from school (suspensions/expulsions), freedom of expression, Pledge of Allegiance, hair and dress, confidentiality, searches, wellness, and student records.
District-Wide K-12 Curriculum	Curriculum aligned with PA Standards is utilized in all subject areas in all K-12 classrooms.
Extended School Year	Provided to special education students who have regression or recoupment issues or that have several disabilities. The IEP team meets to see if the student is eligible for ESY.
Full continuum of services	Full continuum of special education services are offered utilizing inclusion, pull-out and co-teaching through itinerant, supplemental, or full-time programs.
Full Day Kindergarten	The Bloomsburg School District has provided full day kindergarten for all students since 1984.
Guidance Services	Guidance counselors in the elementary, middle and high school provide developmental education, intervention and referral services, counseling, and career assistance to all students.
Health Services	Health services, including appropriate screening, are provided to all students K-12 in each school throughout the district.
Kinder Camp	A pre kindergarten summer school experience is offered to all children who qualify after completing the DIAL III pre-school screening.
Right to Education Task Force	Monthly meeting provided to parents of all students but especially designed to meet the needs of parents of special education students. Facilitated by Director of Special Education.
School Psychologist	A licensed school psychologist serves the K-12 student population.

Specialized Transportation	Provided to any special education student whose disability prevents them from participating in regular transportation services.
Title I Program	Title I math and reading services are available in 2 of the 3 elementary schools and the Middle School.
Transition Services	Service provided to students pursuing post-secondary education or entering the workforce.

LRE Data Analysis

Personnel Development Activities

There are currently no trainings entered for this topic.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Central Columbia Elementary School	Neighboring School Districts	Elementary Life Skills	2
Shomokin Elementary School	Neighboring School Districts	Autistic Support	1
Mt. Union	Special Education Centers	Residential Facility	1
Berwick High School	Neighboring School Districts	Secondary Emotional Support	1
BSI	Other	Partial Placement	2
Danville High School	Neighboring School Districts	Multi-Disability Support	2
Path	Other	day treatment program providing counseling and academic components.	1
New Story	Approved Private Schools	Emotioanl Support & Autistic	4
Jefferson Learning Center	Special Education Centers	Multi-Disability	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 647**

  Concern Last Modified:
  Middle School math - grades 6 & 7 - problematic- not enough growth Grade 11 students - not enough proficient or above - very static over the past years

- **Legacy Dataview 812**

Concern Last Modified:
HUGE challenge!! The IEP students and the economically disadvantaged students are not scoring proficient in math. The percentage of students not meeting AYP goals are actually increasing over time.

- ## Legacy Dataview 813

  Concern Last Modified:
  It looks like our Title I reading program in the elementary school isn't working. These students are not showing gain as they enter and leave middle school. And....The percentage of students with IEP's that are not achieving is increasing. These two issues MUST be addressed ASAP.

- ## Legacy Dataview 816

  Concern Last Modified:
  Enrollment has gone down but special ed population has increased. Needs to be addressed.

- ## Legacy Dataview 817

  Strength Last Modified:
  We have an experienced and educated teaching staff

Base Line Data

PSSA results at Bloomsburg School District shows special education students continue to make improvements toward making AYP requirements at the Elementary level. The high school level was non-reported because there is not 40 in the subgroup. Middle School continues to show improvements. Special Education students in grades 6-8 met Reading requirements through safe harbor with confidence interval. In grades 6-8, the subgroup of IEP students did not meet the math achievelment AYP target. There was growth of 51.8; however, it was not enough to substantiate SH or CI.

All staff members are highly qualified and both regular education and special education teachers continue to follow co-teaching model. The majority of students are receiving instruction in the regular education classroom with support from instructional aides and/or special education teachers. The co-teaching model continues to show success throughout the district.

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 standard align IEP goal training	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups	Teachers will continue professional development to help students reach reading goals set by the NCLBA 2013-2014 school year. Teachers will use the co-teaching model and work together to create standard aligned IEP goals.Through

approved and appropriate performance calculations which currently include status, two year calculation, safe harbor (with and without confidence interval); PPI and growth model IEP subgroups will continue to meet AYP requirements.

Topic: Math-writing standard aligned IEP goals, co-teach model, and analzying PVAAS data.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 school year	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Teachers will continue professional development to help students reach math goals set by the NCLBA 2013-2014 school year. Teachers will work together to create standard aligned IEP goals. Through approved and appropriate performance calculations which currently include status, two year calculation, safe harbor (with and without confidence interval); PPI and growth model IEP subgroups will meet AYP requirements.
2011-2012 school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Teachers will work together to develop co-teaching strategies to help meet student needs in math. Teachers will continue professional development to help students reach math goals set by the NCLBA 2013-2014 school year. Through approved and

				appropriate performance calculations which currently include status, two year calculation, safe harbor (with and without confidence interval); PPI and growth model IEP subgroups will meet AYP requirements. Increase of 3% growth.
2012-2013 school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Teachers will work together to analyze PVAAS data to evaluate areas of need for students. Teachers will continue professional development to help students reach math goals set by the NCLBA 2013-2014 school year.Through approved and appropriate performance calculations which currently include status, two year calculation, safe harbor (with and without confidence interval); PPI and growth model IEP subgroups will meet AYP requirements. Increase of 3% growth

Qualified Staff

Reflections

- **Legacy Dataview 817**

   Strength Last Modified:
   We have an experienced and educated teaching staff

Base Line Data

At this time all teachers are highly qualified in the content area which they teach. At the secondary level, learning support classes are taught by a teacher who is qualified in the content area through the HOUSSE, Bridge certifications, or PRAXIS examination. The majority of students are receiving instruction in the regular education classroom with support from instructional aides and/or special education teachers. At the elementary level, special

education teachers are deemed highly qualified through the HOUSSE, Bridge certification, PRAXIS and/or having dual certification. We are continuing to develop a co-teaching model K-12 and it continues to show success throughout the district. Teachers are encouraged to continue their education to receive additional knowledge.

20 hours of professional development is offered to all paraprofessionals. Para's are also encouraged to take courses to help further their education. Additional opportunities are provided through the IU and Pattan conference and trainings. Currently we have 5 para's with a bachelors degree and 4 with an associates degree. All para's will be highly qualified by July 1st, 2010.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff, District Staff, Local Parent Support Group (subsidiary of ABOARD)	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, Summer Incentive, College Course Work, Individual Team Training as Needed	Students will receive direct instruction from district staff, CSIU staff, staff of neighboring districts or other agencies to meet the recommended needs of the student's IEP. Professional development will be provided as needed to staff to maintain their certification and highly qualified status. Students with autism scoring proficient or advanced on the PSSA/PASA will increase by 1% annually.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff, District Staff, Local Parent Group	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, Summer Incentive, College Coursework, Individual Team Training as Needed	Students will receive direct instriction from district staff, CSIU staff, staff from neighboring districts, or other agencies to meet the recommended needs of the student's IEP. Professional development will be provided to staff as needed to maintian their certification and highly qualified status. Students with autism scoring proficient or advanced on the PSSA/PASA will

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
				increase by 1% annually.
2011-2012	PATTAN Staff, IU Staff, Higher Education Staff, District Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, Summer Incentive, College Coursework, Individual Team Training as Needed	Students will receive direct instruction from district staff, CSIU staff, staff of neighboring districts, or other agencies to meet the recommeded needs of the student's IEP. Professional development wil be provided to staff as needed to maintain their certification and highly qualified status. Students with autism scoring proficient or advanced on the PSSA/PASA will increase by 1% annually.
2012-2013	PATTAN Staff, IU Staff, Higher Education Staff, District Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, Summer Incentive, College Coursework, Individual Team Training as Needed	Students will receive direct instruction from district staff, CSIU staff, staff of neighboring districts, or other agencies to meet the recommeded needs of the student's IEP. Professional development wil be provided to staff as needed to maintain their certification and highly qualified status. Students with autism scoring proficient or advanced on the PSSA/PASA will increase by 1% annually.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually and be highly qualified by June 30, 2010.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011- after school day, school day, and summertime	PATTAN Staff, IU Staff, Higher Education Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, College Coursework,	Personnel will develop the skills needed to meet the unique needs and IEP goals of identified

		Individual Team Training as Needed		students. We anticipate a 3% increase in the number of special needs students scoring proficient or above on the PSSA math, reading & writing tests annually.
2011-2012 - after school day, school day, and summertime	PATTAN Staff, IU Staff, Higher Education Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, College Coursework, Individual Team Training as Needed	Personnel will develop the skills needed to meet the unique needs and IEP goals for identified students. We anticipate a 3% increase in the number of special needs students scoring proficient or above on the PSSA math, reading & writing tests annually.
2012-2013 - after school day, weekend and summer incentive will be available.	PATTAN Staff, IU Staff, Higher Education Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, College Coursework, Individual Team Training as Needed	Personnel will develop the skills needed to meet the unique needs and IEP goals for identified students. We anticipate a 3% increase in the number of special needs students scoring proficient or above on the PSSA math, reading & writing tests annually.

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

Transition planning begins at age 14 or earlier, as appropriate, and continues through graduation from high school. Students are exposed to career exploration activities, community based training opportunities, visits to colleges, community colleges, universities, and variety of technical schools. They are encouraged to register to vote, obtain drivers license or photo ID, register for selective services (if interested), and participate with outside agencies and organizations involved in the community.

Special education students have the opportunity to create a portfolio to help them transition from high school into adult programs. The portfolio includes: resume, cover letter, conducted three job searches of interest, and participated in a mock interview.

Each year our students in 12th grade participate in a transition clinic which includes school staff, parents, and

outside agencies. Students also participate in any training or conference that the CSIU offers to explore transition opportunities into adult life.

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff, Transition Council, District Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, community based training, college campus tours	Advanced education, employment and living arrangements will be monitored on graduates with anticipated education or employment of 85% or higher two years after graduation. It is anticipated that the high school drop out rate for students with IEP's will decrease by 1% annually.
2011-2012	PATTAN Staff, IU Staff, Higher Education Staff, Transition Council, district staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Distance Learning, community based training, college campus tours	Advanced education, employment and living opportunities will be monitored on graduates with anticipated employment of 90% or higher two years after graduation. It is anticipated that the high school drop out rate for students with IEP's will decrease by 1% annually.
2012-2013	PATTAN Staff, IU Staff, Higher Education Staff, Transition Council, district staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning, community based training, college campus tours	Advanced education, employment and living opportunities will be monitored on graduates with anticipated employment of 90% or higher two years after graduation. It is anticipated that the high school drop out rate for students with IEP's will decrease by 1% annually.
Summer 2010	Special Education Teachers	New Staff, Paraprofessional, Instructional Staff,	Study Groups,	All learning support teachers 6th-12th will meet in the summer

Administrative Staff

to review transition manual that was created for students 14yrs and older. This manual will out-line the program the BASD will put into place. Through this incentiavte 100% of our special education students will graduate from BASD with a transition folder.

Behavior Support Services

Reflections

- **Legacy Dataview 817**

   Strength Last Modified:
   We have an experienced and educated teaching staff

Summarized School District Policy

Bloomsburg School District must ensure that all students are educated in settings free from restrictions or injures caused by challenging behaviors or others. As the same time, the district recognizes that every special education student is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP. Behavior support programs must be based on positive rather than negative measures.

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on functional assessment of behavior and utilize positive behavior techniques.

Bloomsburg School District recognizes that all necessary district personnel must be trained in the proper use of specific procedures, methods, and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law.

We have one district employee that is a trained Safe Crisis Management (SCM) instructor, which promotes prevention and positive behavior support systems. Teachers, paraprofessionals, and administrators in high risk classrooms attend an initial 10hr training in SCM and then a recertification each year to maintain proper certification. The district also has a Behavior Specialist working with staff, students, and parents to help develop Functional Behavior Assessments (FBA) to maintain positive behavior strategies for students who are in need of an FBA.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

| Summer 2010, Summer 2011, Summer 2012, & Summer 2013 | IU Staff, SCM/Staff Member | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice | Designated staff will receive training in de-esculation techniques and proper restraint procedures. Type of training (certification or re-certification) will depend on individual participants. Restraints will will decrease to no more than 15 during 2010-20011. 12 during 2011-2012, and 10 during the 2012-2013 school year. |
| Fall 2010-2011, Fall 2011-2012, Fall 2012-2013 school years | IU Staff, Behavior Specialist/Psychologist | Parent, New Staff, Paraprofessional, Instructional Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups | To establish FBA's for students that need assistance with behavior issues. Behavior issues will decrease 10% each year by establishing positive behavior supports. |

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2010-2011, Spring 2011-2012, Spring 2012-2013 school years	District Trained Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Study Groups	Decrease the number of behavior incidents leading to restraint by 10% 2010-2011 school year, 15% 2011-2012 school year, and 20% 2012-2013 school year.

Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2011, Spring 2012, and Spring 2013	Safe School Conference	Instructional Staff, Administrative Staff	Conferences	Increase number of students being seen by SAP team members by 10%.
Fall 2010, Fall 2011, & Fall 2012	SAP team members	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods, SAP team	Increase the number of students participating in the groups at the middle and high school level

by 10%.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

Bloomsburg Area School District is able to provide FAPE to all students who are residents of the school district. The district collaborates with partial hospitalization programs, local school districts, and IU 16 for any students who need additional services.

Program Profile

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	W.W. Evans Elementary School	E	GE	S	LS	6	10	3	0.77
	SD	W.W. Evans Elementary School	E	GE	I	LS	6	10	10	0.23
	SD	Beaver-Main Elementary School	E	GE	S	LS	6	12	10	0.50
	SD	Memorial Elementary School	E	GE	S	LS	7	9	5	0.71
	SD	Memorial Elementary School	E	GE	I	LS	7	9	2	0.29
	SD	Memorial Elementary School	E	GE	S	LS	8	10	5	0.45
	SD	Memorial Elementary School	E	GE	I	LS	8	10	6	0.55
	SD	Memorial Elementary School	E	GE	S	LS	10	12	10	0.77
	SD	Memorial Elementary School	E	GE	I	LS	10	12	3	0.23
	SD	Memorial Elementary School	E	GE	I	LS	7	9	4	1.00
	SD	Memorial Elementary School	E	GE	S	SLS	6	11	24	0.25
	SD	Memorial Elementary School	E	GE	I	SLS	6	11	24	0.75
	SD	Bloomsburg Middle School	M	GE	I	LS	11	13	7	0.58
	SD	Bloomsburg Middle School	M	GE	S	LS	11	13	5	0.42

SD	Bloomsburg Middle School	M	GE	I	LS	13	14	3	0.30
SD	Bloomsburg Middle School	M	GE	S	LS	13	14	7	0.70
SD	Bloomsburg Middle School	M	GE	I	LS	13	16	15	0.71
SD	Bloomsburg Middle School	M	GE	S	LS	13	16	6	0.29
SD	Bloomsburg Middle School	M	GE	S	LSS	14	15	3	0.60
SD	Bloomsburg Middle School	M	GE	FT	LSS	14	15	2	0.40
SD	Bloomsburg Middle School	M	GE	S	ES	12	14	2	0.67
SD	Bloomsburg Middle School	M	GE	I	ES	12	14	1	0.33
IU	Multiple Schools	E	GE	I	AS	9	15	7	1.00
SD	W.W. Evans Elementary School	E	GE	I	LS	9	12	16	0.80
SD	W.W. Evans Elementary School	E	GE	S	LS	9	12	4	0.20
SD	Multiple Buildings	S	GE	I	ES	10	17	3	1.00
IU	Multiple Buildings	E	GE	I	DHIS	9	17	4	1.00
SD	Bloomsburg High School	S	GE	I	LS	14	17	14	1.00
SD	Bloomsburg High School	S	GE	I	LS	15	18	12	0.86
SD	Bloomsburg High School	S	GE	S	LS	15	18	2	0.14
SD	Bloomsburg High School	S	GE	I	LS	15	19	13	0.81
SD	Bloomsburg High School	S	GE	S	LS	15	19	3	0.19
SD	Bloomsburg High School	S	GE	FT	LSS	15	21	13	1.00
SD	Memorial Elementary School	E	GE	FT	LSS	6	10	4	1.00

Justification:

The children listed in the schools in rows 1,2, 3, 6, 13, 23, 26 and 27 do not receive special education services at the same time. Children are not served with any other child with an age range of more than 3 years. In row 34 & 35 children are served at the same time but it is written into their IEP that the age range is appropriate.

Support Staff (District)

School District: Bloomsburg Area SD

ID OPR Title	Location	FTE

-	SD	Paraprofessionals	All Schools	28.00
-	SD	School Psychologist	All Schools	1.00
-	SD	Special Education Supervisor	All Schools	1.00
-	SD	Assistant to the Special Education Supervisor	District Office	1.00
-	SD	Emotional Support Paraprofessionals	Middle School/High School	2.00
-	SD	Reading Paraprofessionals	Elementary Schools	5.00
-	SD	Personal Paraprofessionals	All Schools	7.00
-	SD	Health-Aide	All Schools	4.00
-	SD	Behavior Specialist	All Schools	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Valley Rehab	Occupational Therapy	25 Hours
-	Valley Rehab	Physical Therapy	6 Hours
-	IU 16	Mobility Support	1 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2013 - 2016

The Bloomsburg Area SD within Central Susquehanna IU 16 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education"s report revision notice process.
5. 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.
6. The school district assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

_____   _____   _____   _____
Board President   **Date**   **Superintendent**   **Date**