

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 335

Total Student Enrollment 1323

Percent of Special Education Students 25.3

Steering Committee

| Name | Position/Role | Building | Email |
|-----------------|-------------------------------|-----------------------|--------------------------|
| Andrew Netznik | Superintendent | Tulpehocken Area SD | anetznik@tulpehocken.org |
| Taylor Charles | Director of Special Education | Tulpehocken Area SD | tcharles@tulpehocken.org |
| Andrew Guers | Building Principal | Bethel El Sch | aguers@tulpehocken.org |
| Hanna Woolf | Special Education Teacher | Tulpehocken JSHS | hwoolf@tulpehocken.org |
| Holly Jo Torres | Special Education Teacher | Bethel El Sch | htorres@tulpehocken.org |
| Brook Ziegler | General Education Teacher | Penn Bernville El Sch | bziegler@tulpehocken.org |
| Eileen Moore | General Education Teacher | Tulpehocken JSHS | emoore@tulpehocken.org |
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| Doris Wagner | Other | Tulpehocken Area SD | dwagner@tulpehocken.org |
| Joy Courtright | Parent | Tulpehocken Area SD | sowilladtoby@gmail.com |
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| Megan Heath | Parent | Tulpehocken Area SD | meganheath80@gmail.com |
| Cathleen Palm | Parent | Tulpehocken Area SD | cpalm@comcast.net |
| Denis Quirk | Director of Curriculum | Tulpehocken Area SD | dquirk@tulpehocken.org |
| William Palmer | Board Member | Tulpehocken Area SD | wpalmer@tulpehocken.org |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

| Improvement and Planning Activity |
|-----------------------------------|
|-----------------------------------|

| |
|---|
| The Tulpehocken School District was flagged for Post-School Outcomes, Target A: Enrolled in higher education within one year of leaving high school. The target for students with disabilities enrolling in higher education within one year of leaving high school is 28.5% and the district rate is 23.8%. To address this need the district will be expanding its' career exploration tools and opportunities for students that exposes them to careers that are supported by attending a higher education facility. |
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Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Both Models (only if state approved)

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|-----------------------|-----------|---------------|---------|------------------|
| Bethel El Sch | 114068003 | 6321 | Reading | x |
| Penn Bernville El Sch | 114068003 | 6322 | Reading | x |
| Tulpehocken JSHS | 114068003 | 4670 | | |

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends | Improvement Planning and Activities |
|-----------------|-------------------------------------|
| | |

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

Non-Resident Students Oversight

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

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.)

Tulpehocken School District does not have any facilities that fall under Section 1306 of the Pennsylvania School Code within our District's boundaries. If Tulpehocken SD did host a 1306 facility, we would be required to allow a nonresident student to attend the facility in the Tulpehocken SD until the student receives a diploma or completes the school term in which they turn 21. We also would be responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children 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 § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. These services would be implemented in the least restrictive environment (LRE) as one of the provisions of IDEA. The LRE would be determined based on the student's individual needs and programming as agreed upon by the student's IEP team. The student would not be restrict due to being in a 1306 facility.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
If there was a 1306 facility within the Tulpehocken School District boundaries and if a student would be enrolled in the district, the Pupil Services department would be responsible for communicating and coordinating with the facility. Once a student enrolled in the district and the Pupil Services department was notified, a department member would contact the 1306 facility to request educational documents and any related information. The Tulpehocken School district would also contact the previous school district responsible for educating the student to request any educational documentation or relevant information that was unable to be provided by the 1306 facility. Coordinating with the facility, an IEP team meeting would be held to bring all members of the team together to discuss the student's current needs and develop appropriate programming to not only support academic and social success but to also develop an encompassing transition plan that would outline the supports, services, and accommodations that the student would require to effectively access and participate in the programs provided by the Tulpehocken School District. One program available to students to assist students in transitioning back to school is the P.R.I.D.E. Program. Our P.R.I.D.E. Program (The Resource Opportunity for Juvenile Adolescents Needing) is a program that provides a transition placement from out-of-district students back into the regular JSJS setting. The program has an emotional support teacher and a paraprofessional supporting the students as they rotate into core classes instructed by content area teachers. P.R.I.D.E. students are also supported by our school social worker through individual counseling as needed and daily group social skills instruction. Also, other services such as the SAP team, our Social Worker, and other agencies such as MH/ID participate in IEP meetings to provide a multitude of services within the home school setting.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

In accordance with sections §§300.115 through 300.120, the district is responsible for making sure that students with disabilities are educated alongside peers without disabilities to the extent appropriate for the student. The extent is determined by the student's IEP team. When determining a student's service and educational placement, the Tulpehocken School District always seeks a placement that will meet the student's special needs while allowing the student to remain in the least restrictive environment. The regular education classroom is the first placement choice the IEP team always considers and that is reflected in the district's Least Restrictive Environment (LRE) data. In the area of LRE has been a consistent strength for the Tulpehocken School District. In reviewing the Special Education Data Report for the 2018-2019 school year the district successfully met the SPP/APR Target as well as the state average. The percentage of students receiving Itinerant Special Education Services in the district was 71.6% while the target was a minimum of 64.1% and the state average was 61.5%. The percentage of students receiving Supplemental Special Education Services in the district was 5.6% while the maximum target was 8.1% and the state average was 9.4%. Lastly, the district did not have any data for special education students educated in an outside placement due to a small group size. In the 2018-2019 school year, the district met all targets and performed better than the reported state average in the areas of Least Restrictive Environment. In reviewing the Special Education Data Report for the 2019-2020 school year the district performed better than the state average. A SPP/APR Target was not provided. The percentage of students receiving Itinerant Special Education Services in the district was 74.2% while the state average was 61.5%. The percentage of students receiving Supplemental Special Education Services in the district was 4.9% while the state average was 9.6%. Lastly, the district did not have any data for special education students educated in an outside placement due to a small group size. Not only did the district outperform the state averages but also managed to increase the amount of students receiving itinerant level of services.

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

The universal practices that the Tulpehocken School District utilizes to address the academic and social/emotional needs of students consists of evidence-based programs as well as professional staff and specialists supports and interventions. To address the social and emotional needs of all students the district utilizes "Rachel's Challenge", a program that provides social-emotional learning and mental health content that brings connection, healing and hope. "Rachel's Challenge" aims to reduce bullying and school violence, and avert suicides, by creating a student-led culture of respect and kindness. Lessons are designed to support students of all ages with programs specific to elementary, middle school, and high school students. Along with providing a plethora of resources in the program itself, select staff members are also trained in delivering lessons and interventions. Through the lessons that all students take part in students that are in need of more individualized and intensive support are identified for further follow up and intervention by professional staff members. At all levels, school guidance counselors provide lessons in the classrooms to all students that target social and emotional competencies. For students that require or wish to receive more individualized and one-on-one follow up school guidance counselors are available to meet with students and their families as appropriate. To address the academic needs of all students the district utilizes scientifically based interventions. To address math needs Spring Math is used to provide class wide as well as individual intervention. SpringMath equips teachers to lead highly efficient, class-wide math interventions. It also uses paired learning to lift all students and build enduring mastery and mathematical confidence. To address reading needs at the elementary level one resource used is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). DIBELS is a set of

procedures and measures for assessing the acquisition of literacy skills. They are designed to be short fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. Another reading resource utilized at the elementary level is Fountas & Pinnell. Fountas & Pinnell is a cohesive, multi-text approach to literacy instruction for all students in grades K–6. The System is designed to support whole-group, small-group and independent learning opportunities. From both DIBELS and Fountas and Pinnell student needs are identified and effectively programmed for by providing highly effective intervention and instruction. Another effective resource that is utilized is an Intervention Specialist Teacher (IST). The sole purpose of the IST is to address academic needs of all students by providing academic support and accommodations specific to student needs. Recognizing the learning needs of all students, not just students identified as needing special education services, the IST provides one-on-one and small group to instruction in identified areas.

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

The Tulpehocken School District utilizes specific academic programming and training opportunities to ensure meaningful participation of students with disabilities in the general education curriculum, which is evident in the district's Special Education Data Report which indicates a continuous increase in students receiving itinerant services. The academic programming begins a year in advance as teachers schedule and hold grade level, and when appropriate, building transition meetings. In these meetings the current case manager will meet with the anticipated case manager for the next year to determine what classes are most appropriate and what Supplementary Aids and Services (SaS) the students will require to be successful. These meetings and careful scheduling considerations allow for students to begin the next school year in the most appropriate setting with the needed support already in place. A major support the district has utilized more recently is the use of effective co-teaching in the general education setting. The incorporation of co-teaching within the general education setting has led to the inclusion of students who otherwise would most likely be instructed in a special education setting. Not only are students able to be instructed in the general education setting with their peers, but also are able to make meaningful progress in the general education curriculum. To ensure that the co-teaching model is being implemented with consistency and fidelity, teachers will take part in co-teaching training and professional development. Through this training teachers will learn and review the most successful models of co-teaching and how to appropriately implement each model to respond to student needs. Possibly the most beneficial training that the district will utilize is the facilitation of the Supplementary Aids and Services Consideration Toolkit. "The Supplementary Aids and Services (SaS) Consideration Toolkit is a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student. The intended outcome of using this tool is to identify a list of environmentally-referenced Supplementary Aids and Services to enhance participation and learning for a student with a disability in the general education classroom." The sole purpose of the SaS is to act as a problem solving process to ensure meaningful participation of students with disabilities in the general education curriculum.

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

Under IDEA students with a disability must be supported and made able to participate in nonacademic and extracurricular activities "In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 300.107, each public agency must ensure that each child with a disability participates with nondisabled

children in those extracurricular services and activities to the maximum extent appropriate to the need of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings." 34 C.F.R. § 300.117. When determining the appropriate Supplementary Aids and Services (SaS) that should be programmed for, the Tulpehocken School District utilizes the four step process that compiles the SaS Consideration Toolkit. This process remains constant regardless of what the need is. First, the IEP team must compile and organize information about the student and then compile and organize information about the environment. Once there is an understanding of the student and the environment in which they are placed, obstacles that will inhibit the student's success must be identified. Once these three factors are considered, the team must determine appropriate supplementary aids and services for the student to remove those obstacles. Support strategies should maximize participation, take advantage of strengths, and reduce barriers. It is through this process that appropriate supplementary supports and services are determined to ensure meaningful participation of students with disabilities in extracurricular activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

When considering the placement of a Tulpehocken School District student in a private school or institution it is always approached as a last resort. All district resources are exhausted before seeking for an out-of-district placement for a student. However, when a private facility is considered to be the most appropriate placement for a student there are comprehensive steps that are always taken. First, the placement considered must be highly specialized in meeting the specific needs of that student and have a proven history of success in working with students with similar needs. Not only are the student's unique needs considered but also the general needs of the student and the family. To ensure the placement considered will meet the student's and family needs a tour of the facility is always held before an intake is completed. During the tour the student's anticipated placement is reviewed by the family and district to ensure that the student is still being serviced in the least restrictive environment possible. Once a family and the district agree on a placement of best fit, an intake meeting is held as a final review of student programming, family needs, and options for how the student can continue to participate in district lead extracurricular activities.

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

The need to build capacity and expand programs is an ongoing process that can never be considered "completed". Due to student needs consistently increasing and evolving, the Tulpehocken School District provided programs must also consistently increase and evolve. An example of building capacity to meet student needs is the recently expanded emotional support program, the Tulpy P.R.I.D.E. program. The PRIDE program is designed to support students struggling with behavior, self-regulation, and emotional-regulation skills with a continuum of services within the district. Students that are at risk of being placed in a more restrictive environment due to their needs have the ability to remain in their current classes with their peers while receiving support from a highly trained special education teacher specializing in the area of emotional support. If a student is struggling in a specific situation the special education teacher is able to work with the student in that environment to teach them skills needed to be successful specific to that environment. The Tulpy P.R.I.D.E. program also supports students returning from an out-of-district placement to provide a continuum of services to offer continued support across multiple environments. Many times when a student returns to their home district from a private facility or school they are placed in the same environment and

situations that they were unable to be successful in prior to being placed which too often results in students continuing to struggle and be unsuccessful. To address this need, students that are returning from a placement are enrolled in the PRIDE program and receive support from a special education teacher specializing in emotional support services. With the PRIDE program students are able to participate in the least restrictive environment with their peers but also able to continue to master the skills that were built while out of district. The PRIDE program is a highly structured tiered trauma informed program designed for students who are experiencing barriers to their education. This is an example of the district's ability to build capacity and expand programs and services in an effort to provide a continuum of services. One area that the district will continue to build capacity towards and and expand programs and services in is the area of Autistic Support. Currently, there are two students in an outside of district placement due to their challenging behaviors. In order to build the needed capacity the district will join the PaTTAN Autism Initiative. Beginning in the 2022-2023 school year, the Tulpehocken School District will join the Autism Initiative which will bring highly specialized training in the areas of Applied Behavior Analytics (ABA), the Intensive Teaching (ITT) approach, as well as on-site reviews and recommendations provided by PaTTAN. Through these areas the Autistic Support setting will be able to expand its' continuum of services in order to support students within the district.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|----------------------|-------------------------------|--|-------------------------|-------------------------------|---------------------------|
| John Paul II Center | Other | Private Special Learning for Children and Adults | Diocese of Allentown | Multiple Disabilities Support | 1 |
| KidsPeace Temple | Licensed Private Academic | | KidsPeace | Emotional Support | 3 |
| The Vista School | Approved Private School (APS) | | The Vista School | Autistic Support | 1 |
| River Rock | Licensed Private Academic | | River Rock | Emotional Support | 3 |
| New Story | Licensed Private Academic | | New Story Schools | Autistic Support | 4 |
| Philhaven | Other | Therapeutic Mental Health | Wellspan Philhaven | Emotional Support | 1 |
| Intermediate Unit 13 | Other | Intermediate Unit | Lancaster-Lebanon IU 13 | Multiple Disabilities Support | 1 |

| | | | | | |
|-----------------------------|---------------------------|------------------------------------|--------------------------------|----------------------------------|---|
| Northwest Elementary School | Other | Public School | Reading School District | Deaf and Hard of Hearing Support | 1 |
| CHOR | Licensed Private Academic | | Children's Home of Reading | Emotional Support | 1 |
| Project Search | Other | Intermediate Unit Program Resource | Berks County Intermediate Unit | Life Skills Support | 1 |

Positive Behavior Support

Date of Approval
2019-04-16

Uploaded Files
Behavior Support Policy.pdf

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

The Tulpehocken School District provides emotional support, autistic support, and life skills support to the appropriate population of students. Through these programs students are offered support in meeting academic, emotional, and social expectations through accommodations and specially designed instruction. Students are also provided with social skills and direct instruction in self-regulation skills through the use of evidenced based curriculums that include the Zones of Regulation and Wonder Academy. Students are provided with additional support through support classrooms and direct assistance from para educators based on need. Consultation related to the emotional and social needs of students is provided on an as needed basis through the school psychologists and district BCBA. Students receive support and services in the least restrictive environment with their non-disabled peers to the fullest extent possible which allows for authentic interactions and learning opportunities. In these settings students are able to implement the specially designed instruction they receive for their social and emotional learning. Any areas of concern or improvement are then addressed in the appropriate instructional setting. Through the Student Assistance Program (SAP) students exhibiting emotional and social Concerns are referred to appropriate services to meet their needs. These services can include one on one counseling services provided in the school setting, links to outside behavioral health providers and family services.

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 district utilizes Quality Behavioral Solutions Safety Care Training for its' primary positive behavior training and de-escalation technique. Through the Berks County Intermediate unit two staff members have been trained as trainers to make the training more accessible to staff employees. The district BCBA and Special Education Coordinator have been providing the Safety Care training and currently there are 38 staff members trained. Safety Care is rooted in evidence-based, reinforcement behavior changing strategies that focuses on de-escalation and proactive strategies. For behaviors that require immediate intervention each school building is equipped with a Safety Care team. Team members consist of administrators, teachers, and paraprofessionals. Each member of the team has been trained in the Safety Care procedure and is re-certified each year. When needed the team is able to quickly and efficiently respond to a crisis situation.

3. Describe the district positive school wide support programs.

At the elementary level the positive school wide support program currently in place is "Tulpy Tickets". When students demonstrate target behaviors which include traveling quietly, using positive words and actions, listening to and responding to all staff directions, protecting everyone by keeping your body and property to yourself, and yearn to learn, they have the opportunity to earn Tulpy Tickets. As students earn Tulpy Tickets they have the opportunity to redeem the tickets at the school store for incentives. Students do not lose tickets for inappropriate behaviors or not meeting the expectations. At the secondary level the positive school wide support program currently in place is "P.R.I.D.E.".

When students meet the set expectations of being positive, respectful, demonstrating integrity, determination and effort they have the opportunity to earn a grade wide incentives that students are able to select. Previous incentives have included a pizza party and the coveted "Tulpy Golden Chain."

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

Tulpehocken School District partners with the Berks County Counseling Center. Through this partnership a highly trained counselor has a set caseload of a student at each building at the elementary and secondary level. Student referrals are generated through the Student Assistance Program (SAP). The SAP team works to identify students that are at risk of severe social and emotional concerns and to align them with the appropriate services and programs. The district also has a licensed social worker/home school visitor that provides services in the home to both students and families. Some of the services she provides include providing basic living necessities as well as attendance and truancy services. The social worker/home school visitor's primary purpose is to connect families in need with available community resources. The district also has two school psychologist and a certified BCBA. Both psychologist provide support to special education and regular education staff members in programming for difficult student behaviors. The BCBA conducts Functional Behavior Assessments to create and guide effective behavior interventions. This information is used to create and implement Positive Behavior Support Plans. At both the elementary and secondary level focus groups are offered to students identified as struggling by staff members and families. These focus groups target key behavioral and socialization skills. These groups are organized and run by the school guidance counselor.

5. Describe the district restraint procedure.

There are currently 38 staff members within the school district trained in restraint techniques through Safety Care. When there is a behavior occurring that is a safety concern within the school setting members from this team respond. Team members are expected to utilize methods that are the least restrictive and utilize techniques to de-escalate a situation. If a student becomes a danger to themselves or to someone else, restraint procedures can be implemented in order to maintain safety. When a restraint occurs, team members are expected to use the lowest level restrain possible and disengage as quickly as possible. The use of restraint should be communicated with school administrators as quickly as possible following its use and contact should also be made with the student parents/guardians. There is a form located on the district website that is to be utilized for reporting purposes. Following the use of restraint and IEP meeting will be held within 10 days, recommendations to prevent future use of restraint will be discussed and implemented.

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 Individuals with Disabilities Education Act, 20 U.S.C. §1401 and the litigation known as Cordero has led to the development of intensive interagency coordination for students with disabilities that are unable to be appropriately educated in their home public education setting and have waited 30 or more days for the provision of an appropriate educational placement. The Pennsylvania Department of Education (PDE) along with other child-serving agencies, such as local intermediate units, have partnered together with school districts to provide intensive interagency support for students that are at substantial risk for waiting more than 30 days for an appropriate educational placement, especially those students receiving Instruction Conducted in the Home or those that receive homebound instruction. Currently, the Tulpehocken Area School District does not have any students that have waited 30 or more days for the provision of an appropriate educational placement nor are there students requiring intensive interagency support. In the event that a student of the district is at risk of waiting more than 30 days for an appropriate placement or requires intensive interagency support the appropriate measures and steps would be taken. If a student is at risk of waiting more than 30 days for an appropriate educational placement or in need of intensive interagency supports the Tulpehocken School District would communicate with the local intermediate unit, Berks County Intermediate Unit #14 (BCIU), to make the appropriate referral. Working with the BCIU the district would coordinate community and family resources to remove any obstacles that are preventing the student from accessing their provision of an appropriate education.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------|--------------------|----------------------------------|---------------------|
| JSHS - 2102 | Secondary | Full-time (1.0) | 03/09/2022 01:23 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 17 to 18 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 18 to 18 |
| Age Range Justification | | FTE % |
| | | 0.06 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 15 to 15 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JSHS - 2510 | Secondary | Full-time (1.0) | 03/09/2022 12:46 PM |

| | | |
|----------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.24 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 15 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JSHS - 2701 | Secondary | Full-time (1.0) | 03/08/2022 01:22 PM |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 14 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 16 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------|--------------------|----------------------------------|---------------------|
| JSHS - 2204 | Secondary | Full-time (1.0) | 03/08/2022 12:13 PM |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 19 to 19 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 15 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |

| | | |
|--|---------------------------|------------------|
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 17 |
| Age Range Justification | | FTE % |
| | | 0.38 |

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

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 16 |
| Age Range Justification | | FTE % |

| | |
|--|------|
| | 0.25 |
|--|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------|--------------------|----------------------------------|---------------------|
| JSHS - 2200 | Secondary | Full-time (1.0) | 03/08/2022 11:56 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 21 to 21 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 16 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------|--------------------|----------------------------------|---------------------|
| JSHS - 2092 | Secondary | Full-time (1.0) | 03/08/2022 11:51 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 17 to 18 |
| Age Range Justification | | FTE % |
| | | 0.24 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 17 to 18 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| |
|----------------------|
| Building Name |
|----------------------|

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|--------------------------------|---------------------------|------------------|
| Tulpehocken JSHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 17 to 18 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------|--------------------|----------------------------------|---------------------|
| JSHS - 2307 | Secondary | Full-time (1.0) | 03/08/2022 11:31 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------|--------------------|----------------------------------|---------------------|
| JSHS - 2605 (b) | Secondary | Full-time (1.0) | 03/08/2022 11:23 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Emotional Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 17 to 17 |
| Age Range Justification | | FTE % |
| | | 0.17 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JSHS - 2605 | Secondary | Full-time (1.0) | 03/08/2022 01:24 PM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |

| | | |
|--------------------------------|---------------------------|------------------|
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.34 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| 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 | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JSHS - 2709 | Secondary | Full-time (1.0) | 03/08/2022 10:50 AM |

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|---------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |

| | | |
|--------------------------------|-----------|--------------|
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.34 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JSHS - 2707 | Secondary | Full-time (1.0) | 03/08/2022 10:46 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 21 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.42 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Bethel - 3146 | Multiple | Full-time (1.0) | 03/11/2022 09:56 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken Area SD | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 59 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 6 to 15 |
| Age Range Justification | | FTE % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.91 |

| | | | |
|-----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Penn Bernville - 4112 | Multiple | Full-time (1.0) | 03/11/2022 09:55 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Tulpehocken Area SD | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 57 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 8 to 13 |
| Age Range Justification | | FTE % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.88 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------|--------------------|----------------------------------|---------------------|
| Penn Bernville - 4141 | Elementary | Full-time (1.0) | 03/07/2022 03:24 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Penn Bernville El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 10 |
| Age Range Justification | | FTE % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.25 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Penn Bernville El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.06 |

| | | |
|-----------------------|--|--|
| Building Name | | |
| Penn Bernville 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 | 10 to 10 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------|---------------------------|---|---------------------|
| Penn Bernville - 4108 | Elementary | Full-time (1.0) | 03/07/2022 03:10 PM |

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|---|---------------------------|------------------|
| Building Name | | |
| Penn Bernville 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) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| There is 1 student that exceeds the allowable age range for this classroom. This is documented in his IEP and programmed for appropriately. | | 0.42 |

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|-----------------------|
| Building Name |
| Penn Bernville 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%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 6 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------|---------------------------|---|---------------------|
| Penn Bernville - 4130 | Elementary | Full-time (1.0) | 03/07/2022 03:17 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Penn Bernville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.16 |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Penn Bernville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |

| | | |
|--|---------------------------|------------------|
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | | |
|-----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Penn Bernville - 4153 | Elementary | Full-time (1.0) | 03/07/2022 02:52 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Penn Bernville El Sch | | |
| 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 | Elementary | 6 to 10 |
| Age Range Justification | | FTE % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.2 |

| | |
|-------------------------|--|
| Building Name | |
| Penn Bernville El Sch | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | |
| Case Load | |

| | | |
|--|---------------------------|------------------|
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 10 |
| Age Range Justification | | FTE % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|--------------------|----------------------------------|---------------------|
| Bethel - 3112 | Elementary | Full-time (1.0) | 03/07/2022 02:11 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Bethel El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 10 |
| Age Range Justification | | FTE % |
| | | 0.62 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|--------------------|----------------------------------|---------------------|
| Bethel - 3165 | Elementary | Full-time (1.0) | 03/07/2022 03:33 PM |

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|----------------------|--|--|
| Building Name | | |
| Bethel El Sch | | |
| Support Type | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Bethel 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 % |
| Although students exceed the allowable age range on this caseload, special education services are delivered with same age peers. | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Bethel El Sch | | |
| 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 | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|------|
| | 0.15 |
|--|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|--------------------|----------------------------------|---------------------|
| Bethel - 3168 | Elementary | Full-time (1.0) | 03/07/2022 01:37 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Bethel 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 10 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Bethel El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 10 |
| Age Range Justification | | FTE % |
| | | 0.25 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Penn Bernville El Sch | | 141 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 17 feet, 0 inches x 28 feet, 6 inches | 484sqft | 17 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| ES room.jpg | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Penn Bernville El Sch | | 108 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 23 feet, 0 inches | 759sqft | 27 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| Classroom Layout.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Penn Bernville El Sch | | 143 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 36 feet, 4 inches x 32 feet, 3 inches | 1171sqft | 41 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| Classroom plan.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 200 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 21 feet, 0 inches | 630sqft | 22 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| image.png | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 102 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 35 feet, 0 inches x 42 feet, 0 inches | 1470sqft | 52 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| classroom layouts.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 200 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 22 feet, 0 inches x 26 feet, 0 inches | 572sqft | 20 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| acipolla_2022-03-08-12-55-19.pdf | | |

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 | |

| | |
|----------------------|---------------|
| Building Name | Room # |
| Tulpehocken JSHS | 709 |

| | | |
|---------------------------------------|-----------------------------------|---|
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 30 feet, 0 inches | 900sqft | 32 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| 709 Classroom Space.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Bethel El Sch | | 168 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 19 feet, 0 inches x 34 feet, 0 inches | 646sqft | 23 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| room 168.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Bethel El Sch | | 165 |
| 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 34 feet, 0 inches | 816sqft | 29 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| Room 165 - Torres.pdf | | |

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 | |

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Bethel El Sch | | 112 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |

| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
|---------------------------------------|----------------------------|--------------------------------|
| 31 feet, 0 inches x 34 feet, 0 inches | 1054sqft | 37 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| Classroom layout.pdf | | |

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 | |

| Building Name | | Room # |
|---------------------------------------|----------------------------|---|
| Tulpehocken JSHS | | 301 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 13 feet, 0 inches x 23 feet, 0 inches | 299sqft | 10 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| Office 301 Layout.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 605 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 23 feet, 6 inches x 27 feet, 5 inches | 644sqft | 23 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| classroom layouts.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 204 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 34 feet, 0 inches x 26 feet, 0 inches | 884sqft | 31 |

| |
|----------------------------|
| Implementation Date |
| 2022-03-08 |
| Uploaded Files |
| classroom layouts.pdf |

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 | |

| | | |
|---------------------------------------|----------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 307 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 18 feet, 0 inches x 24 feet, 0 inches | 432sqft | 15 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| MRS WOOLF CLASSROOM ROOM 307.docx | | |

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 | |
|--|-----|--|

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 707 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 21 feet, 0 inches | 630sqft | 22 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| jmoyer_2022-02-02-11-13-19.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 510 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 27 feet, 0 inches | 810sqft | 28 |
| Implementation Date | | |
| 2022-03-08 | | |

| |
|-----------------------|
| Uploaded Files |
| Room Dimensions.pdf |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 93 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 10 feet, 0 inches x 11 feet, 0 inches | 110sqft | 3 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| jbaer_2022-02-01-16-08-14.pdf | | |

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 | |

| | | |
|---|-----------------------------------|---|
| Building Name | | Room # |
| Penn Bernville El Sch | | 153 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 26 feet, 0 inches | 780sqft | 27 |
| Implementation Date | | |
| 2022-03-08 | | |
| Uploaded Files | | |
| 13968172-1A11-4C4D-A1A8-52E55C25EC83.jpeg | | |

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 | |

| | | |
|--------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Bethel El Sch | | 132 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 34 feet, 0 inches x 8 feet, 6 inches | 289sqft | 10 |
| Implementation Date | | |
| 2022-03-10 | | |
| Uploaded Files | | |

classroom layout.jpg

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 | |

| Building Name | | Room # |
|---------------------------------------|----------------------------|---|
| Tulpehocken JSHS | | 93 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 11 feet, 5 inches x 10 feet, 0 inches | 114sqft | 4 |
| Implementation Date | | |
| 2022-03-30 | | |
| Uploaded Files | | |
| JSHS Speech Room Map 2022.pdf | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 93 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 10 feet, 0 inches x 11 feet, 0 inches | 110sqft | 3 |
| Implementation Date | | |
| 2022-03-30 | | |
| Uploaded Files | | |
| | | |

21Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Bethel El Sch | | 146A |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 8 inches x 17 feet, 6 inches | 519sqft | 18 |
| Implementation Date | | |
| 2022-03-30 | | |
| Uploaded Files | | |

22Assurance Check

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

| Building Name | | Room # |
|---------------------------------------|----------------------------|---|
| Bethel El Sch | | 146A |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 8 inches x 17 feet, 6 inches | 519sqft | 18 |
| Implementation Date | | |
| 2022-03-30 | | |
| Uploaded Files | | |
| | | |

23Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Penn Bernville El Sch | | 112 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 12 feet, 8 inches x 15 feet, 3 inches | 193sqft | 6 |
| Implementation Date | | |
| 2022-03-30 | | |
| Uploaded Files | | |
| P-B Map of the Speech Room 2022.pdf | | |

24Assurance 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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tulpehocken JSHS | | 701 |
| School Building | | Building Description |
| JR/SR High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 21 feet, 0 inches x 30 feet, 0 inches | 630sqft | 22 |
| Implementation Date | | |
| 2022-04-25 | | |
| Uploaded Files | | |

25Assurance Check

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

Special Education Support Services

26Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Paraprofessionals | 21 | Elementary | District |
| Paraprofessionals | 14 | Secondary | District |
| School Psychologist | 2 | District Wide | District |
| Social Worker | 1 | District Wide | District |
| Director of Pupil Services | 1 | District Wide | District |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | 2 | Secondary | District |
| Behavior Specialist | 1 | District Wide | District |
| Occupational Therapist | 2 | District Wide | Contractor |
| Transition Coordinator | 1 | Secondary | District |

Special Education Personnel Development

Autism

| Description of Training | | | |
|---|--------------------|------------------|--|
| Autism Initiative - Verbal Behavior/Intensive Teaching Approach | | | |
| Lead Person/Position | | Year of Training | |
| PaTTAN | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7.5 | 2 | PaTTAN | Paraprofessionals Special Education Teachers Other |

| Description of Training | | | |
|---|--------------------|------------------|---|
| Autism Initiative - Verbal Behavior/Intensive Teaching Approach | | | |
| Lead Person/Position | | Year of Training | |
| PaTTAN | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7.5 | 2 | District | Paraprofessionals Special Education Teachers |

Positive Behavior Support

| Description of Training | | | |
|--|--------------------|-------------------------------|--|
| Safety-Care (De-Escalation & Restraint Training) | | | |
| Lead Person/Position | | Year of Training | |
| Caitlyn Manmiller/Coordinator of Special Education | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 1 | District Intermediate Unit | Building Administrators Central Office Administrators General Education Teachers |

| | | | |
|--|--|--|---|
| | | | Paraprofessionals Special Education Teachers |
|--|--|--|---|

| Description of Training | | | |
|--|--------------------|------------------|---|
| Safety-Care (De-Escalation & Restraint Training) | | | |
| Lead Person/Position | | Year of Training | |
| Caitlyn Manmiller/Coordinator of Special Education | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 1 | District | Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|--|--------------------|------------------|---|
| Safety-Care (De-Escalation & Restraint Training) | | | |
| Lead Person/Position | | Year of Training | |
| Caitlyn Manmiller/Coordinator of Special Education | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 1 | District | Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training |
|-------------------------|
|-------------------------|

| | | | |
|--------------------------------------|---------------------------|-------------------------|-------------------|
| Teaching In Mixed Ability Classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Berks County Intermediate Unit | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | Intermediate Unit | Paraprofessionals |

| | | | |
|--------------------------------------|---------------------------|-------------------------|-------------------|
| Description of Training | | | |
| Teaching In Mixed Ability Classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Berks County Intermediate Unit | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | Intermediate Unit | Paraprofessionals |

| | | | |
|---------------------------------|---------------------------|-------------------------|-------------------|
| Description of Training | | | |
| The Role of a Para-Professional | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District | Paraprofessionals |

Transition

| | | | |
|---|---------------------------|-------------------------|-------------------------|
| Description of Training | | | |
| Related Service Only IEPs: Transition, Best Practice and Compliance | | | |
| Lead Person/Position | | Year of Training | |
| Berks County Intermediate Unit | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | Intermediate Unit | Building Administrators |

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

Science of Literacy

| Description of Training | | | |
|-------------------------|--------------------|------------------|----------------------------|
| CONNECTIONS OGin3D | | | |
| Lead Person/Position | | Year of Training | |
| The APPLE Group | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7.5 | 4 | Other | Special Education Teachers |

Parent Training

| Description of Training | | | |
|---|--------------------|------------------|----------|
| Special Education Overview | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles/Director of Pupil Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| Description of Training | | | |
|-----------------------------------|--------------------|------------------|----------|
| My Child Is Identified, Now What? | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| Description of Training | | | |
|-------------------------|--------------------|------------------|----------|
| Attendance and Truancy | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| Description of Training | | | |
|---|--------------------|------------------|----------|
| All about Gifted Education | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles/Director of Pupil Services | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| Description of Training | | | |
|---|--------------------|------------------|----------|
| What is ESY? | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles/Director of Pupil Services | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

IEP Development

| Description of Training | |
|--------------------------------------|------------------|
| Writing Compliant IEP Present Levels | |
| Lead Person/Position | Year of Training |

| | | | |
|---|---------------------------|-----------------|----------------------------|
| Taylor Charles - Director of Pupil Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District | Special Education Teachers |

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Writing Compliant IEP Goals | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles - Director of Pupil Services | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District | Special Education Teachers |

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Writing Compliant IEP SDI & Accommodations | | | |
| Lead Person/Position | | Year of Training | |
| Taylor Charles - Director of Pupil Services | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District | Special Education Teachers |

| | | | |
|--------------------------------|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| | | | |
| Lead Person/Position | | Year of Training | |
| | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | District | Special Education Teachers |

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

