

Hamburg Area School District

Special Education Plan

2025-2028



Profile and Plan Essentials

| | | |
|---|--------------|--|
| LEA Name | | AUN |
| Hamburg Area SD | | 114063503 |
| Address 1 | | |
| 701 Windsor Street | | |
| Address 2 | | |
| | | |
| City | State | Zip |
| Hamburg | PA | 19526 |
| Director of Special Education Name | | |
| Robert Marra | | |
| Director of Special Education Email | | |
| robmar@hasdhawks.org | | |
| Director of Special Education Phone Number | | Director of Special Education Ext |
| 610-563-2241 | | 1726 |
| Chief Administrator Name | | |
| Dr Christopher Beissel | | |
| Chief Administrator Email | | |
| chrbei@hasdhawks.org | | |

Special Education Students

Total Number of Students Receiving Special Education 477

School District Total Student Enrollment 2128

Percent of Students Receiving Special Education 22.4

Steering Committee

| Name | Position/Role | Building | Email |
|-------------------------|-------------------------------|----------------------------|----------------------|
| Robert Marra | Director of Special Education | Hamburg Area SD | robmar@hasdhawks.org |
| Dr. Christopher Beissel | Superintendent | Hamburg Area SD | chrbei@hasdhawks.org |
| Teresa Freiwald | Director of Curriculum | Hamburg Area SD | terfre@hasdhawks.org |
| Alyssa Fink | Building Principal | Hamburg Area HS | alyfin@hasdhawks.org |
| Lacie Cucciuffo | Building Principal | Tilden El Center | laccuf@hasdhawks.org |
| Tabatha Vega | Special Education Teacher | Perry El Sch | TabVeg@hasdhawks.org |
| Amanda McBreen | Special Education Teacher | Tilden El Center | amayor@hasdhawks.org |
| Tiffany Gruber | Special Education Teacher | Hamburg Area Middle School | TifGru@hasdhawks.org |
| Thomas Agnew | Special Education Teacher | Hamburg Area HS | ThoAgn@hasdhawks.org |
| Timothy Easter | Building Principal | Hamburg Area Middle School | TimEas@hasdhawks.org |
| Andrea Berger | Building Principal | Perry El Sch | AndBer@hasdhawks.org |
| Abbey Brewer | General Education Teacher | Hamburg Area Middle School | AbbBre@hasdhawks.org |
| Tamara Sepke | Other | Hamburg Area SD | TamSep@hasdhawks.org |
| Alethea Machamer | Other | Hamburg Area HS | AleMac@hasdhawks.org |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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.)

The district will meet the requirements of 1306 through the implementation of all of the current recommendations as outlined in the BEC dated September 1, 1997 and most recently revised January 2018, which states: Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; In addition, during the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all

mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

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

When the Hamburg Area School District is given notice that a student is to be released from a facility, the district will work with the resident school district to prepare for the student's discharge from the institution. At least two weeks prior to the student's planned discharge from the residential program or as closely as possible, the team will meet and present the transition plan and services to be provided. There will be considerations to all services and supports being recommended by the residential program. The Hamburg Area School District will present an IEP that supports the transition and program for the child in the least restrictive environment.

Incarcerated Students Oversight

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

No

2. 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).

The Berks County Intermediate Unit provides services to students in Berks County who are incarcerated locally. As a result, when the District is notified, the Student Services Department coordinates efforts with the BCIU, and or the District which houses the correctional facility to ensure FAPE. Should a facility open within our borders the district will comply with the requirements outlined in the BEC January 1999. Education Services for Students Incarcerated 24 P.S. Section 13-1306.2 Which states in part: Until they reach 17 years of age, students are subject to compulsory education laws. Further, persons under 21 years of age who have not graduated have rights to an education upon request. It is the law and policy of the Commonwealth that all school-age individuals who are of compulsory school age must attend a program of basic instruction as further defined below, and that these programs must be offered to all school-age individuals ages 17-21 who have not received a high school diploma and who wish to continue their education. The District would also provide special education services as needed to students identified as protected. The district would also provide yearly notice of child find responsibilities to the facilities to assist in identification of potential student with disabilities who are incarcerated.

Least Restrictive Environment

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

The Hamburg Area School District is above the state average for students inside the regular education setting for 80% or more. The Hamburg Area School District is below the state average for students in general education for less than 40% of the day. The Hamburg Area School District is within 2.1% of the state average for students in other educational settings. The data reported reflects the LEA's ability to meet or exceed the state average for meeting student needs in the least restrictive environment.

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 Hamburg Area School District is committed to creating an inclusive and supportive learning environment that meets the academic and social-emotional needs of all students. To ensure equitable access to education, we implement a variety of universal practices designed to accommodate diverse learning needs and promote student success. Academically, we provide: -Moving to a rigorous focus on tier 1 content- Small group and one-on-one academic support - Daily scheduled intervention blocks to provide targeted assistance - A homework help club for additional academic reinforcement - Benchmark assessments to monitor progress and guide instruction - Learner Intervention Plan meetings and building-wide data meetings to analyze student needs and adjust supports accordingly - Student flex periods to offer personalized learning opportunities To support social-emotional development, we offer: - Student Assistance Programs (SAP) for early identification and intervention - Individual and group counseling services - Re-Set strategies and the

Zones of Regulation to help students develop self-regulation skills - TeachTown, a structured social skills curriculum - District-wide faculty advisory periods to foster mentorship and student engagement Additionally, programs such as Ready-Set-Read promote literacy development, while our Learner Intervention Plan meetings and building-wide data meetings ensure data-driven decision-making to meet the evolving needs of our students. Through these comprehensive strategies, we strive to create a learning environment where all students can succeed academically and emotionally.

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 Hamburg Area School District prioritizes the least restrictive environment (LRE) in all instructional decisions, with the general education setting as the first choice for students with disabilities. Our approach begins with accommodations and modifications in the general education classroom to support meaningful participation before considering alternative placements. To enhance access and inclusion, we employ a co-teaching model across all levels, ensuring students receive instruction from both general education and special education teachers within the same classroom. Additionally, paraeducators provide classroom support, and one-to-one assistance is available as needed to facilitate student success in the general education setting. We also utilize alternative grading rubrics tailored to individual needs, focusing on participation, independence from caregivers, and mastery of skills rather than traditional assessments. The district holds data meetings by grade level to analyze student performance and better meet the needs of all learners. Special education teachers serve as valuable resources to general education teachers and occasionally conduct staff trainings. Additionally, staff receive training on trauma-informed practices, autism, and behavior through the district's online training platform. Professional development is a key component of our commitment to inclusive education. The district has on-site trainers who provide ongoing support for co-teaching, as well as a Special Education Coordinator dedicated to identifying and addressing barriers that may hinder students' access to general education with their peers. The district also provides an on-boarding program for paraeducators, who are required to attend the "Para Academy" at the Intermediate Unit to become highly qualified. Through these efforts, we strive to create an inclusive learning environment where all students can thrive.

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

The Hamburg Area School District is committed to ensuring that all students, including those with disabilities, have meaningful access to non-academic and extracurricular activities. Supplemental aids and services are provided as needed to support participation and inclusion. For example, the district regularly provides paraprofessional support for students attending after-school dances, clubs, and extracurricular activities. Additionally, we have provided interpretive services for a student, ensuring full participation in soccer, track

and field, and summer camps alongside non-disabled peers. These supports enabled the student to graduate and continue both academic and athletic pursuits at the collegiate level. To further promote inclusive extracurricular opportunities, Hamburg Area School District proudly participates in Unified Sports through our partnership with Special Olympics and Unified Sports. Due to strong interest from students without disabilities, we have expanded offerings to include Middle School Unified Bocce for grades 6-8. We have also established a Unified Leadership Club at the secondary level, fostering collaboration and engagement between students with and without disabilities. Additionally, we host the annual Hawk Olympics, an event inspired by Special Olympics, where Hamburg students compete alongside students from neighboring districts. High school club members volunteer to assist and participate, creating a truly inclusive and supportive environment. Beyond athletics, we actively promote inclusion in the arts. Several recent musicals and plays have featured students with disabilities in key acting roles, ensuring that all students have the opportunity to showcase their talents. Through these initiatives, the Hamburg Area School District continues to prioritize accessibility, inclusion, and meaningful participation for all students 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?

The Hamburg Area School District ensures that students with disabilities placed in private institutions are educated alongside non-disabled peers to the maximum extent appropriate and have opportunities to participate in district-led extracurricular activities. Placements in separate facilities occur only as a last resort and result from a collaborative decision-making process between the district and the student's parents. These placements are considered only when all available supports within the public school setting have been exhausted. As part of the IEP team discussions, we actively consider opportunities for students in private placements to participate in district extracurricular activities, providing necessary supports to facilitate inclusion. Additionally, when age-appropriate, we discuss and develop plans for participation in the Berks Career and Technology Center (BCTC) to promote career readiness and skill development. To further expand post-secondary opportunities, we also explore and implement paid internships for students who seek on-the-job training as part of their IEP goals. Through these efforts, the district remains committed to fostering inclusion, access, and meaningful participation for all students, regardless of their educational placement. Several such conversations resulting in a student needing specialized transportation to make it to softball practice on-time from an out-of-district placement. This same student then participated the next year in basketball, which built a bridge to allow her to have the confidence to transition back to the district for the following year.

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 Hamburg Area School District recognizes the growing need to expand programs and services to support students, particularly in response to increasing behavioral challenges, mental health needs, and autism support. The impact of the pandemic heightened these concerns, while staffing shortages and limited community resources have further complicated efforts to provide necessary supports. To address these challenges, we have adopted a data-driven approach to identifying targeted needs, implementing resources, and assessing their effectiveness. This model has guided our efforts to build capacity in a strategic and sustainable way. The creation of the Special Education Coordinator position has been instrumental in this process, allowing for more efficient data collection and analysis to determine areas requiring additional support. One example of this approach is the implementation of a Home-School Visitor position in a targeted building. Additionally, the district contracts with a Board Certified Behavior Analyst (BCBA) as needed to provide behavioral support. The addition of Special Education Teachers, particularly Emotional Support and Autistic Support/Life Skills teachers, has assisted in meeting growing needs across the district. These additions have resulted in a decrease in behavioral incidents, increased supports for students with Autism, and an increase in attendance and access to community resources. We also collaborate closely with the local Intermediate Unit (IU) to enhance our Autistic Support and Emotional Support classrooms. This partnership allows us to access specialized training, resources, and expertise, ensuring that our classrooms are equipped to meet the unique needs of these students effectively. To further enhance student and family support, the district has contracted for three social workers, one at the elementary, middle, and high school levels. This strategic addition enables us to address the diverse needs of our students and their families more effectively, fostering a supportive school environment. By continuously evaluating student needs and making intentional, data-informed decisions, we aim to expand our continuum of services to ensure that all students receive the support they need to succeed.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|----------------------------|---------------------------|--------------|------------------------|---------------------|----------------------------------|
| New Story - Perkiomen Ave. | Licensed Private Academic | | New Story | Emotional Support | 5 |
| Kids Peace - Temple | Licensed Private Academic | | Kids Peace | Emotional Support | 1 |
| Hogan Learning Academy | Licensed Private Academic | | Hogan Learning Academy | Autistic Support | 9 |

| | | | | | |
|------------------------------|-------------------------------|--|-----------------------|-------------------|---|
| New Story - New Holland Ave. | Licensed Private Academic | | New Story | Autistic Support | 4 |
| River Rock Academy | Licensed Private Academic | | New Story | Emotional Support | 9 |
| New Story Wyomissing | Licensed Private Academic | | New Story | Autistic Support | 1 |
| Cottage Seven Academy | Licensed Private Academic | | Cottage Sevan Academy | Emotional Support | 1 |
| Melmark Pennsylvania | Approved Private School (APS) | | Melmark | Autistic Support | 1 |

Positive Behavior Support

Date of Approval

2022-05-23

Uploaded Files

113.2 - Behavior Support.pdf

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

The Hamburg Area School District is dedicated to supporting the emotional and social needs of students with disabilities through a comprehensive K-12 Emotional Support Programming model. This flexible approach ensures that students receive "just in time" services from an emotional support teacher and paraeducator, regardless of their level or location of need. Students benefit from direct instruction and support both in the general education classroom and in separate locations as necessary. To address the needs of students with trauma histories, the district implements the Re-Set Process. This program allows students to engage in a series of movements and activities designed to help them return to a controlled state conducive to learning. Students are explicitly taught the Re-Set strategies that work for them and have access to the Re-Set room or designated classroom space at any time. Each Re-Set Room is managed by certified staff trained in the Re-Set process, ensuring that both regular and special education students receive appropriate support. Additionally, the district employs social workers at all levels and a Home-School Visitor. These professionals are instrumental in addressing the social, emotional, and behavioral needs of students, as well as assisting families in accessing necessary community resources. The district also contracts with a Board Certified Behavior Analyst (BCBA) to provide additional support to students and staff.

At the elementary and middle school levels, social skills and character education courses are taught to all students. Moreover, targeted social skills instruction is tailored to meet the specific needs of students across all grade levels. Through these comprehensive initiatives, the Hamburg Area School District strives to create an inclusive environment that promotes the emotional and social well-being of all students, ensuring they have the support needed to succeed both academically and socially.

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 maintains a minimum of three, in-house Safety Care Trainers (HASD currently has four, in-house Safety Care Trainers) to certify staff in Safety Care Crisis Prevention Strategies. Trainers also conduct yearly Safety Care Recertification trainings for all necessary staff. Certifications are held in one and two day trainings. One-day trainings focus on crisis prevention, de-escalation, and safety strategies. Two-day trainings include physical safety and physical management techniques, with an emphasis on physical interventions being used as a last resort, when all other less restrictive interventions have failed to ensure the safety of the individual and others, and only in a crisis situation where immediate intervention is necessary to prevent harm. In addition, a variety of behaviorally-focused trainings are held yearly to increase the ability to use positive behavioral supports to increase positive student behaviors. Emotional Support Staff and the district's Special Education Coordinator also hold trainings for staff throughout the year as needs arise. Here's a concise summary for your Special Education Plan report: Safety-Care® Training for Staff: Safety-Care® is a comprehensive training curriculum designed to equip staff with strategies for safely and humanely supporting individuals who may exhibit disruptive or dangerous behavior. The program emphasizes prevention, verbal de-escalation, and physical management techniques as a last resort. Preventative strategies focus on creating a structured, supportive, and safe environment while reinforcing positive behaviors. De-escalation training includes three key approaches: - **Help Strategy** – Encourages individuals to communicate their needs early in an escalation. - **Prompt Strategy** – Redirects behavior to more appropriate alternatives. - **Wait Strategy** – Involves minimizing interaction to prevent further agitation while ensuring safety. Physical management strategies are only used when absolutely necessary to prevent harm. These interventions follow a least-to-most restrictive approach, prioritizing safety, minimal intrusiveness, and continuous monitoring. The goal is to ensure a safe and respectful response to challenging behaviors while maintaining the well-being of all individuals involved.

3. Describe the district positive school wide support programs.

The Hamburg Area School District provides a range of school-wide supports across various buildings and grade levels to address the emotional and social needs of all students. These supports include: Break Zone(s) or Re-Set Rooms: Designated spaces for students to regain control and focus. Zones of Regulation: Teaching and reviewing strategies to help students manage their emotions and behaviors.

Classroom Guidance Lessons: Instruction on social skills and character education integrated into classroom activities. Talk Time with Guidance Counselor: Opportunities for students to discuss concerns and receive support. Home/School Connection: Strengthening communication and partnership between families and the school. ESAP/SAP: Programs designed to support students in need of emotional and behavioral assistance. Words of Wisdom: A character education program facilitated by Project Wisdom to promote positive values. Caught Being Good Tickets: A recognition system to reinforce positive behavior among students. Check and Connect: A mentorship program aimed at fostering relationships and supporting student engagement. Student Faculty Advisory Time: Scheduled periods for students to connect with faculty and discuss their experiences. Character Counts: A program that emphasizes core ethical values and good character. Restorative Practices: Approaches focused on repairing harm and restoring relationships within the school community. Hawks High Five Program: A positive reinforcement initiative to celebrate student achievements and good behavior. Students of Character: Monthly recognition of students who exemplify positive character traits. Student Recognition Program at the High School Level: Celebrating academic and behavioral achievements among high school students. District-wide Attendance Incentives: Initiatives designed to promote and reward regular attendance among students. Through these diverse supports, the district is committed to fostering a positive school climate that nurtures the emotional and social well-being of all students, ensuring they are equipped to succeed both academically and personally.

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

The Hamburg Area School District collaborates with the CARON Foundation to offer comprehensive student assistance programming across all grade levels. The CARON Foundation partners with elementary guidance staff to teach students about social and emotional wellness through the PATHS (Promoting Alternative Thinking Strategies) program. Additionally, the district implements K-12 small group sessions targeting specific areas of need, including: Grieving and loss Parental separation Friendship skills Resiliency Goal setting To further support the emotional and social needs of students, the district has hired social workers at all levels. These social workers play a vital role in addressing the social, emotional, and behavioral challenges faced by students, providing direct support and facilitating access to community resources. Their presence enhances the district's ability to meet students' needs effectively and fosters stronger connections between the school, students, and their families. In conjunction with these supports, the district partners with the Family Guidance Center to provide one-on-one school-based counseling for students at all grade levels, from K-12. The district actively collaborates with the Family Guidance Center to eliminate barriers to accessing school-based services, addressing issues such as transportation and securing medical insurance. Furthermore, we implement a sliding scale fee structure for students in immediate need, which can eliminate the requirement for payment by the individual or their insurance. Through these partnerships and targeted programs, the Hamburg Area School District is dedicated to ensuring that all students receive the necessary support for their social and emotional well-being, fostering a safe and nurturing educational environment.

5. **Describe the district restraint procedure.**

Restraints in the Hamburg Area School District are employed only as a last resort and solely when a student poses a direct danger to themselves or others. Before implementing restraints, all other de-escalation measures must be attempted to ensure the safety and well-being of the student and those around them. In accordance with our procedures, all incidents involving restraints are immediately reported to the Director of Special Education, and parents are promptly notified. To address the situation and enhance support for the student, an IEP meeting is offered within 10 days of the restraint incident. This meeting provides an opportunity to revise the student's Positive Behavior Support Plan (PBSP) and any other relevant supports. Furthermore, the Director of Student Services is responsible for documenting the restraint and its details in the RISC (Restraint Incident System of Care) quarterly. This systematic approach ensures accountability and facilitates ongoing review and improvement of our practices. Through these measures, the Hamburg Area School District is committed to maintaining a safe and supportive environment for all students while prioritizing de-escalation and positive behavioral support strategies.

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.

Over the past several years, the Hamburg Area School District has strategically assessed student needs and staffing changes to design instructional programming that effectively meets the requirements of our current students. The district currently operates K-12 programming in various areas, including: Autistic Support Emotional Support Learning Support Life Skills Support Multiple Disabilities Support Vision Support (in collaboration with BCIU 14) Hearing Support (in collaboration with BCIU 14) In response to incoming Early Intervention needs, the district has established Life Skills and Autistic Support classrooms to provide targeted support for students entering kindergarten. This proactive approach ensures that students receive the appropriate resources and services as they transition into the school environment, ultimately lessening the need for instruction outside of the school setting. Currently, we are proud to report that there are no students awaiting a delay in educational placement or receiving instruction in the home, reflecting our commitment to providing timely and effective educational supports.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| HB | Elementary | Full-time (1.0) | 01/14/2025 12:14 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 10 |
| Age Range Justification | | FTE % |
| Emotional Support Teacher that supports a K-5 building | | 0.12 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| KF | Elementary | Full-time (1.0) | 01/14/2025 12:02 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| 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 | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 10 |
| Age Range Justification | | FTE % |
| Teacher supports students in a variety of grades at different times throughout the school day | | 0.1 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| 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%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | |
|-------------------------------|--|--|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Multiple Disabilities Support | | |
| Support Sub-Type | | |
| Multiple Disabilities Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| MD | Secondary | Full-time (1.0) | 01/14/2025 11:53 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|----------------------------|--|--|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |

| | | |
|--|---------------------------|------------------|
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.55 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| AS | Secondary | Full-time (1.0) | 01/14/2025 11:29 AM |

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|----------------------|--|--|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.22 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| TH | Secondary | Full-time (1.0) | 01/14/2025 10:27 AM |

| | | |
|----------------------|--|--|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |

| | | |
|--|---------------------------|------------------|
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 18 to 21 |
| Age Range Justification | | FTE % |
| Transition Academy | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| TG | Secondary | Full-time (1.0) | 01/14/2025 11:46 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 19 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.38 |

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|----------------------------|--|--|
| Building Name | | |
| Hamburg Area Middle School | | |

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|-----------------------------------|---------------------------|------------------|
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| LP | Elementary | Full-time (1.0) | 01/14/2025 12:15 PM |

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|----------------------|
| Building Name |
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|--------------------------------|---------------------------|------------------|
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 14 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.28 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| KE | Elementary | Full-time (1.0) | 01/14/2025 12:21 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| 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 | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.34 |

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|--|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| SLAS | Elementary | Full-time (1.0) | 03/03/2025 11:10 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 49 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 10 |
| Age Range Justification | | FTE % |
| | | |

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|---|------|
| Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range. | 0.75 |
|---|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| JC | Secondary | Full-time (1.0) | 01/14/2025 10:51 AM |

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|-------------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 17 to 18 |
| Age Range Justification | | FTE % |
| Supports HS students in grades 9-12 | | 0.02 |

| | | |
|---------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |

| | | |
|-------------------------------------|-----------|--------------|
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| Supports HS students in grades 9-12 | | 0.18 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| 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 | 14 to 18 |
| Age Range Justification | | FTE % |
| Supports HS students in grades 9-12 | | 0.45 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| NA | Secondary | Full-time (1.0) | 01/14/2025 11:31 AM |

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|----------------------------|--|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.12 |

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|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| 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 | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 14 |
| Age Range Justification | | FTE % |
| | | 0.14 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| 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 | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| CA | Secondary | Full-time (1.0) | 01/14/2025 11:01 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 17 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.35 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| PW | Secondary | Full-time (1.0) | 01/14/2025 11:12 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 17 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Hamburg Area HS | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Multiple Disabilities Support | | |
| Support Sub-Type | | |
| Multiple Disabilities Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 16 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | |
|-----------------------------------|--|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.07 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| JY | Elementary | Full-time (1.0) | 01/14/2025 12:53 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| 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 | Elementary | 6 to 11 |
| Age Range Justification | | FTE % |
| The students on the caseload are instructed at separate times in an age range of less than 3 years. | | 0.38 |

| | |
|-------------------------------|------------------|
| Building Name | |
| Perry El Sch | |
| Support Type | |
| Multiple Disabilities Support | |
| Support Sub-Type | |
| Multiple Disabilities Support | |
| Level of Support | Case Load |

| | | |
|--------------------------------|---------------------------|------------------|
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 10 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.42 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| JW | Secondary | Full-time (1.0) | 01/14/2025 11:55 AM |

| | | |
|----------------------------|--|--|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |

| | | |
|--|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Multiple Disabilities Support | | |
| Support Sub-Type | | |
| Multiple Disabilities Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| NH | Elementary | Full-time (1.0) | 01/14/2025 12:20 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 14 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 9 |
| Age Range Justification | | FTE % |
| Learning Support Teacher supporting students in grades K-3 | | 0.28 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Perry 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 | 8 to 10 |
| Age Range Justification | | FTE % |
| | | |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| AM | Elementary | Full-time (1.0) | 01/14/2025 12:15 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 9 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 9 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.1 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| T.H. | Secondary | Full-time (1.0) | 01/14/2025 12:57 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.02 |

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

| | | |
|--------------------------------|-----------|--------------|
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 16 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| 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 16 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| TV | Elementary | Full-time (1.0) | 01/14/2025 12:22 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 10 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Perry El Sch | | |
| 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 | Elementary | 7 to 9 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| SP | Elementary | Full-time (1.0) | 01/14/2025 12:16 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 7 |
| Age Range Justification | | FTE % |
| | | 0.22 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 8 |
| Age Range Justification | | FTE % |
| | | 0.07 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| LC | Secondary | Full-time (1.0) | 01/14/2025 11:50 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.16 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 13 |
| Age Range Justification | | FTE % |
| | | 0.35 |

| | | | |
|---------------|---------------------------|---|----------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|----------------|

| | | | |
|----|------------|-----------------|---------------------|
| SD | Elementary | Full-time (1.0) | 01/14/2025 12:09 PM |
|----|------------|-----------------|---------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 14 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.28 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| SLAKH | Multiple | Full-time (1.0) | 03/03/2025 11:06 AM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 45 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 10 |
| Age Range Justification | | FTE % |
| Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range. | | 0.69 |

| | | |
|-----------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |

| | |
|---|--------------|
| Age Range Justification | FTE % |
| Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range. | 0.25 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| SLJK | Secondary | Full-time (1.0) | 03/03/2025 11:09 AM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Tilden El Center | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 34 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 5 to 10 |
| Age Range Justification | | FTE % |
| Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range. | | 0.52 |

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|-----------------------------|
| Building Name |
| Hamburg Area Middle School |
| Support Type |
| Speech And Language Support |
| Support Sub-Type |
| Speech And Language Support |

| | | |
|--------------------------------|---------------------------|------------------|
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 24 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 14 |
| Age Range Justification | | FTE % |
| | | 0.37 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| KSD | Secondary | Full-time (1.0) | 03/03/2025 11:11 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| 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 | | |
| Hamburg Area HS | | |
| 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 16 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 16 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|------|
| | 0.08 |
|--|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| NH | Secondary | Full-time (1.0) | 01/14/2025 11:58 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| 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 | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.2 |

| | | |
|-------------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area Middle School | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired 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 % |
| | | 0.07 |

| | | |
|----------------------------|--|--|
| Building Name | | |
| Hamburg Area Middle School | | |

| | | |
|-----------------------------------|---------------------------|------------------|
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| KB | Secondary | Full-time (1.0) | 01/14/2025 12:57 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.18 |

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

| | | |
|--|---------------------------|------------------|
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| TA | Secondary | Full-time (1.0) | 01/14/2025 12:57 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hamburg Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.5 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 7 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

1Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Perry El Sch | | 210 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 32 feet, 0 inches | 896sqft | 32 |
| Implementation Date | | |

| |
|-----------------------|
| 2022-08-01 |
| Uploaded Files |
| |

2 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tilden El Center | | B207 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

3 Assurance Check

| | | |
|-----------------|-----|----|
| Assurance Check | Yes | No |
|-----------------|-----|----|

| | | |
|--|-----|--|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tilden El Center | | B107 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

4Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 22 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

5Assurance Check

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

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Hamburg Area HS | | 42 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 36 feet, 0 inches x 32 feet, 0 inches | 1152sqft | 41 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

6Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 121 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 40 feet, 0 inches | 1240sqft | 44 |
| Implementation Date | | |
| 2022-08-01 | | |
| Uploaded Files | | |
| | | |

7 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 150 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 24 feet, 0 inches | 744sqft | 26 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

8 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Perry El Sch | | 302 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 20 feet, 0 inches | 560sqft | 20 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

9Assurance Check

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

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Tilden El Center | | A201 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

10Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 9 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

11 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tilden El Center | | D203 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 32 feet, 0 inches x 18 feet, 0 inches | 576sqft | 20 |
| Implementation Date | | |
| 2024-08-01 | | |
| Uploaded Files | | |
| | | |

12 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 50 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 24 feet, 0 inches | 744sqft | 26 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

13Assurance Check

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

| | | |
|----------------------------|--|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 122 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 24 feet, 0 inches | 744sqft | 26 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

14 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 27 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

15 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Perry El Sch | | 104 Double |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 56 feet, 0 inches | 1568sqft | 56 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

16 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Perry El Sch | | 308 Double |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 49 feet, 0 inches x 31 feet, 0 inches | 1519sqft | 54 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

17Assurance Check

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

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Hamburg Area HS | | 40 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 36 feet, 0 inches x 32 feet, 0 inches | 1152sqft | 41 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

18Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 39 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

19 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 11 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

20 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 143 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 24 feet, 0 inches | 744sqft | 26 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

21Assurance Check

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

| | | |
|----------------------------|--|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 120 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 24 feet, 0 inches | 744sqft | 26 |
| Implementation Date | | |
| 2022-04-19 | | |
| Uploaded Files | | |
| | | |

22Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tilden El Center | | B102 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 26 feet, 0 inches | 728sqft | 26 |
| Implementation Date | | |
| 2024-08-01 | | |
| Uploaded Files | | |
| | | |

23 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 133 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 40 feet, 0 inches | 1240sqft | 44 |
| Implementation Date | | |
| 2022-08-01 | | |
| Uploaded Files | | |
| | | |

24 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area Middle School | | 138 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 18 feet, 0 inches | 432sqft | 15 |
| Implementation Date | | |
| 2024-08-01 | | |
| Uploaded Files | | |
| | | |

25 Assurance Check

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

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Hamburg Area HS | | 8 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

26Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Hamburg Area HS | | 36 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2023-08-01 | | |
| Uploaded Files | | |
| | | |

27 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Tilden El Center | | C206 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 24 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2020-08-16 | | |
| Uploaded Files | | |
| | | |

28 Assurance Check

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

Special Education Support Services

29Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|---|------------------------|-------------------------|-------------------------------|
| Director of Special Education | 1 | District Wide | District |
| Paraprofessionals | 41 | District Wide | District |
| School Psychologist | 1 | Secondary | District |
| Physical Therapist | 1 | District Wide | Contractor |
| Occupational Therapist | 1 | District Wide | Contractor |
| Other | 1 | District Wide | District |
| School Psychologist | 1 | Elementary | Contractor |
| Social Worker | 1 | Elementary | Contractor |
| Social Worker | 2 | Secondary | Contractor |
| Transition Coordinator | 1 | Secondary | District |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | 4 | Secondary | District |

Special Education Personnel Development

Autism

| Description of Training | | | |
|--|---------------------------|--|---|
| Ongoing partnership with RBTS (Realistic Behavior and Therapeutic Services) to provide student specific training in the areas of: Student observation, Functional Behavioral Assessments (utilizing BCBA's), parent and IEP team support | | | |
| Lead Person/Position | | Year of Training | |
| RBTS & Director of Student Services | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1-7 | As needed | District Intermediate Unit Other | Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|---|---------------------------|-------------------------------|---|
| Ongoing training in the areas of Classroom observations, educational programming (Educational and functional skills), curricular design and implementation. | | | |
| Lead Person/Position | | Year of Training | |
| RBTS & Coordinator of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1-7 | As needed | District Intermediate Unit | Building Administrators General Education Teachers |

| | | | |
|--|--|-------|--|
| | | Other | Parents Paraprofessionals Special Education Teachers |
|--|--|-------|--|

| Description of Training | | | |
|--|---------------------------|------------------------------|----------------------------|
| Verbal Behavior Consultation and Training for elementary autistic support classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Berks Intermediate Unit | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 2 | Intermediate Unit | Special Education Teachers |

| Description of Training | | | |
|---|---------------------------|------------------------------|--|
| Itinerant Autistic Support for Elementary Autistic Support Classrooms - Itinerant Autistic Support Teacher provides support to district Autistic Support Teachers as needed | | | |
| Lead Person/Position | | Year of Training | |
| Berks Intermediate Unit | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 18 | 9 | Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals |

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

Positive Behavior Support

| | | | |
|---|---------------------------|------------------------------|---|
| Description of Training | | | |
| Safety Care - On the first day of Safety Care training, the emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. Safety Care's disengagement skills are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation. The second day of training expands on crisis intervention methods to include the study and practice of holding skills. These skills are taught to be used as a last resort when an individual becomes an immediate danger to self or others. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Safety and Security, Coordinator of Special Education, Emotional Support Teacher, Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1-12 | 5 | District | Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| | |
|--|-------------------------|
| Description of Training | |
| The Re-Set process - Training on Trauma Informed Practices | |
| Lead Person/Position | Year of Training |
| Coordinator of Special Education | 2025 2026 |

| | | | |
|---------------------------|---------------------------|-------------------|---|
| | | 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District Other | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

| | | | |
|---|---------------------------|------------------------------|--|
| Description of Training | | | |
| Itinerant Emotional Supports - Emotional Support Teacher from IU supports staff and students with Social Skills and Curriculum across the district as needs arise | | | |
| Lead Person/Position | | Year of Training | |
| Berks Intermediate Unit | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 18 | 9 | Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

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

| | | | |
|--|---------------------------|------------------------------|-----------------|
| Positive Behavior Strategies for Parents - Training conducted for parents in the district to provide strategies for managing behaviors in the home setting | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Special Education and Emotional Support Teachers | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Parents |

| | | | |
|--|---------------------------|------------------------------|-----------------|
| Description of Training | | | |
| Children and Anxiety - Training conducted for parents in the district to provide strategies for identifying anxiety, what maintains anxiety, and how to help students manage anxiety | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Special Education and Emotional Support Teachers | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District | Parents |

Paraprofessional

| | |
|--------------------------------|-------------------------|
| Description of Training | |
| ARC of PA Training | |
| Lead Person/Position | Year of Training |

| | | | |
|---|---------------------------|------------------------------|-------------------|
| Director of Special Education/ARC of PA Representatives | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 2 | Other | Paraprofessionals |

| | | | |
|---------------------------------------|---------------------------|------------------------------|-------------------|
| Description of Training | | | |
| History of IDEA and Special Education | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Paraprofessionals |

| | | | |
|---|---------------------------|------------------------------|-----------------|
| Description of Training | | | |
| IEP "101" - Understanding the sections of an IEP and information within | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|---|----------|-------------------|
| 1 | 1 | District | Paraprofessionals |
|---|---|----------|-------------------|

| Description of Training | | | |
|---|---------------------------|------------------------------|-------------------|
| Special Education Gallery Walk - Paraeducators move in groups around the room and write what they know about given topics/phrases related to special education. Whole-group debriefing occurs afterwards. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Paraprofessionals |

| Description of Training | | | |
|---|---------------------------|------------------------------|-------------------|
| Special Education - Situational Case Studies Training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Paraprofessionals |

| Description of Training | | | |
|---|--------------------|------------------------------|-------------------|
| Trauma Informed Practices | | | |
| Lead Person/Position | | Year of Training | |
| Online Training/Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District Other | Paraprofessionals |

| Description of Training | | | |
|---|--------------------|------------------------------|---|
| Adapting and Modifying Materials for Exceptional Students | | | |
| Lead Person/Position | | Year of Training | |
| Special Education Teachers | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District | Paraprofessionals Special Education Teachers |

Transition

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

Indicator 13 compliance training - The District will utilize the PaTTAN training modules for compliance in indicator 13, as a resource for new secondary level special education teachers. Modules 1-6 will be offered in an electronic platform, to be completed at least one time in prior to 2025.

| Lead Person/Position | | Year of Training | |
|-------------------------------|--------------------|-----------------------------|---|
| Director of Special Education | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 1 | Intermediate Unit PaTTAN | Building Administrators Central Office Administrators Parents Special Education Teachers |

Science of Literacy

| Description of Training | | | |
|--|--------------------|------------------------------|----------------------------|
| Wilson Reading Systems - All special education teachers grades 3-8 will receive 3 day Wilson training. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 17 | 3 | Other | Special Education Teachers |

| Description of Training | |
|------------------------------|------------------|
| Structured Literacy Training | |
| Lead Person/Position | Year of Training |

| | | | |
|--|---------------------------|-------------------------------|---|
| Intermediate Unit/Chief Learning Officer | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Special Education Teachers |

| | | | |
|---|---------------------------|--|------------------------------|
| Description of Training | | | |
| Family Literacy Night - Parents are invited to learn about reading strategies and were provided materials to support learning at home | | | |
| Lead Person/Position | | | Year of Training |
| Elementary Teachers and Administration | | | 2025 2026 2027 2028 |
| Hours Per Training | Number of Sessions | | Provider |
| 2 | 1 | | District |
| | | | Audience |
| | | | Parents |

Parent Training

| | | | |
|--|--|--|-------------------------|
| Description of Training | | | |
| Positive Behavior Strategies for Parents - Training conducted for parents in the district to provide strategies for managing behaviors in the home setting | | | |
| Lead Person/Position | | | Year of Training |
| Coordinator of Special Education and Emotional Support Teacher | | | 2025 2026 2027 |

| | | | |
|---------------------------|---------------------------|-----------------|-----------------|
| | | 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Parents |

| | | | |
|--|---------------------------|------------------------------|-----------------|
| Description of Training | | | |
| Children and Anxiety - Training conducted for parents in the district to provide strategies for identifying anxiety, what maintains anxiety, and how to help students manage anxiety | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Special Education and Emotional Support Teacher | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District | Parents |

| | | | |
|---|---------------------------|------------------------------|-----------------|
| Description of Training | | | |
| Family Literacy Night - Parents are invited to learn about reading strategies and were provided materials to support learning at home | | | |
| Lead Person/Position | | Year of Training | |
| Elementary Teachers and Administration | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District | Parents |

IEP Development

| Description of Training | | | |
|---|---------------------------|-------------------------|----------------------------|
| IEP Review - Special Education Teachers will review PaTTAN's annotated IEP, and compare to one of their current IEP's to evaluate the components and review what components may be missing for a compliant IEP. Once evaluated each teacher will develop an action plan to target the key components they need for writing complaint IEP's. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education, Coordinator of Special Education | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| | | 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 1 | District | Special Education Teachers |

| Description of Training | | | |
|---|---------------------------|-------------------------|----------------------------|
| Measurable Annual Goals - Teachers will review examples of IEP goals that are measurable and those that are not. They will identify the key components of a measurable annual goal, and develop a resource bank of measurable IEP goals to guide their future goal development. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education, Coordinator of Special Education | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| | | 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District | Special Education Teachers |

| Description of Training | | | |
|---|---------------------------|------------------------------|---|
| Yearly Session by Special Ed Lawyer | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education, Coordinator of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 1 | District Other | Building Administrators Special Education Teachers |

| Description of Training | | | |
|---|---------------------------|------------------------------|---|
| Monthly Special Education Meetings to review Special Education Law, PDE Guidelines, and protocols/supports. | | | |
| Lead Person/Position | | Year of Training | |
| Director of Special Education, Coordinator of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 9 | District | Building Administrators Special Education Teachers |