

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 418

Total Student Enrollment 2364

Percent of Special Education Students 17.7

### Steering Committee

Name	Position/Role	Building	Email
MATTHEW AMMONS	Director of Special Education	Hamburg Area SD	matamm@hasdhawks.org
Dr. Richard Mextorf	Superintendent	Hamburg Area SD	ricmex@hasdhawks.org
Teresa Freiwald	Director of Curriculum	Hamburg Area SD	terfre@hasdhawks.org
Rob Marra	Building Principal	Hamburg Area HS	Robmar@hasdhawks.org
Lacie Cucciuffo	Building Principal	Tilden El Center	laccuf@hasdhawks.org
Alyssa Fink	Special Education Teacher	Hamburg Area HS	alyfin@hasdhawks.org
Kristin Newpher	Special Education Teacher	Hamburg Area Middle School	krinew@hasdhawks.org
Kathleen Edwards	Special Education Teacher	Perry El Sch	katedw@hasdhawks.org
Amanda York	Special Education Teacher	Tilden El Center	amayor@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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities



## Non-Resident Students Oversight

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

No

### 2. 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.

**3. 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 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 0.6% 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 strives to create the ideal learning experience for all students regardless of challenges they may be facing. We employ a variety of strategies to provide support for student in need such as, but not limited to: customized learning, use of student specific learning progressions to allow for self paced learning, small group or 1:1 academic support, daily scheduled intervention blocks, homework help club, student assistance programs, individual and group counseling, Re-Set strategies, instruction in zones of regulation, benchmark assessments, learner intervention plan meetings, check and connect, faculty advisory periods.

### 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 begins all instructional decision making with the general education setting as the first choice. We utilize a "choose to include" model where we begin with accommodations and modifications in general education as a first choice. We employ a co-teaching model as well as para educator supported classes at all levels to ensure access to a general education and special education teacher in the general education classroom. We also provide student with one to one support as needed to allow for access to the general education setting. The classrooms also have the ability to utilize alternative grading rubrics, that focus on participation, independence from caregivers, and mastery of skills in lieu of traditional assessments. The LEA has on-site trainers for co-teaching that provide ongoing supports throughout the year. We also have inclusion facilitators, whose primary focus is to reduce and or remove the barriers that keep students from accessing the general education setting with their peers.

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

At Hamburg, all non-academic and extracurricular activities are open to all students. In the event that supplemental aids and services are needed for participation, they are provided. For example, the District regularly provides paraprofessional support for students who attend after school dances, clubs, or extracurriculars. Additionally, one student in need of interpretive services was provided such supports after school and on weekends, throughout the school year and summer, to provide the opportunity to participate in soccer, track and field, and summer camps with his non-disabled peers. These supports allowed this student to graduate and continue his education and athletic endeavors at the collegiate level. Hamburg Area School District has also started our first unified sports team via our partnership with Special Olympics and Unified Sports. Due to overwhelming interest by our students without disabilities, we are looking to expand these opportunities over the next several year. We have also simultaneously formed a unified leadership club at the secondary level including students with and without

disabilities. In addition, we had several recent musicals which included students with disabilities as key actors in the show.

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?**

All students placed in separate facilities are a result of a partnership between the parent and the District. All placements are a last resort, and occur only when the supports we are able to provide in the public school setting are not successful. In addition the IEP team considers inclusion in district extra curriculars, with supports as needed, as part of our team discussions. 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. In addition, when age appropriate we discuss and build plans for inclusion in the Berks Career and Technology Center. We have also considered and implemented paid internships for our students who desire on the job training as part of the IEP.

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 has seen a marked increase in the need to utilize out of district placements for behavior incidents and mental health supports. The impact of the Pandemic has left students in need of increased support in both areas with an accompanying shortage of staff and resources in the school and greater community. We actively work to add resources in a model that determines specific targeted needs, provides a resource or support, and then analyzes the effectiveness of such supports. Initially the district used this model to implement Home School visitor and BCBA positions, at a targeted building, resulting in a significant decrease in behavior, and an increase in attendance and access to community resources. More recently we have begun to analyze the resources needed at the secondary level around the issue of mental health and well being resulting in hiring a School Psychologist at the secondary level. In addition we will continue to analyze the impact of this addition and determine the need for any additional resources or supports.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Centennial School	Approved Private School (APS)		Lehigh University	Emotional Support	4
Children's Home of Reading	Licensed Private Academic		Children's Home of Reading	Emotional Support	1
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	6
Kids Peace - Temple	Licensed Private Academic		Kids Peace	Emotional Support	1
John Paul 2 School for Special Learning	Licensed Private Academic		Arch Diocese	Life Skills Support	1
New Story - New Holland Ave.	Licensed Private Academic		New Story	Autistic Support	2
New Story - Perkiomen Ave.	Licensed Private Academic		New Story	Emotional Support	4
River Rock Academy	Licensed Private Academic		New Story	Emotional Support	4

## Positive Behavior Support

Date of Approval

(anticipated) 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 provides K-12 Emotional Support Programming in a flexible model that provides "just in time" services via an emotional support teacher and paraeducator regardless of level or location of need. Students receive direct instruction and support in the general education classroom and in a separate location(s) as needed. The District also implements the use of the Re-Set Process to allow students with a trauma history to work through a series of movements and activities to help them re-set their bodies back into a controlled state for learning. Students are explicitly taught the process and strategies that work for them, and are provided with access to the Re-Set room or space in the classroom at anytime. The District also employs a BCBA and Home School visitor to support the behavioral needs of students along with the outside community supports the families may need, but are having difficulty accessing.

### 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 two (in-house) CPI instructors to maintain the ability to re-certify and initially certify teachers as needed. Certifications are held in one- and two-day trainings. In addition, several small informational and discussion-based presentations of 30 minutes to 180 minutes have been held over the past several years to increase the ability to use positive behavioral supports to increase positive student behavior.

On the first day of Nonviolent Crisis Intervention® training, the emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI's disengagement skills are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation.

Staff learn:

- How to identify behaviors that could lead to a crisis, most effectively respond to each behavior to prevent the situation from escalating, and how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it can become violent.
- How to cope with your fear and anxiety.
- How to assess risk levels and consider the issues that impact decision making.
- How to use CPI's disengagement skills to avoid injury if behavior becomes physical.

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.

Staff learn:

- When it's appropriate to physically intervene.
- How to develop team intervention strategies and techniques.
- How to assess the physical and psychological well-being of those involved in a crisis.
- A progression of holding skills to manage aggressive behavior in least restrictive, safest manner.
- How to maintain rapport with the acting-out individual.

### **3. Describe the district positive school wide support programs.**

The District provides the following school wide supports at a variety of buildings and grade levels:

- Break Zone(s) or Re- Set rooms
- Teaching and reviewing Zones of Regulation
- Classroom guidance lessons on social skills/character
- Talk time with guidance counselor
- Home / school connection
- ESAP/SAP
- Words of Wisdom, a character education program by Project Wisdom
- Caught being good tickets
- Check and connect
- Student Faculty advisory time
- Character Counts
- Restorative Practices

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

The Hamburg Area School District partners with the CARON foundation to provide student assistance programming at all levels. The CARON foundation also works with the elementary guidance staff to instruct students in social and emotional wellness using the PATHS program. In addition K-12 small groups are implemented to target areas of need such as: grieving and loss, parental separation, friendship skills, resiliency and goal setting. In addition to these supports, the HASD partners with Family Guidance Center to provide school based one on one counseling at all levels K-12. The District actively works with Family Guidance Center to eliminate barriers to school based services such as Transportation, securing medical insurance, and implementing a sliding scale for students in an immediate need eliminating the need for payment by the individual or insurance.

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

Restraints are used as a last resort, and only when the student is a direct danger to themselves or others. All other de-escalation measures must be utilized prior to using restraints. All restraints are immediately reported to the director of special education, and parents are notified. An IEP meeting is offered to revise the students PBSP and any other relevant supports within 10 days of the restraint. The Director of Student Services then reports the restraint and details in the RISC system quarterly.



## 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 looked at student needs and staffing changes to design instructional programming to meet the needs of our current students. Currently the District operates K-21 programming in the areas of, Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Vision Support (via BCIU 14). Through the evaluation of our programming and placement procedures we discovered areas where the District's supports were strong and other areas in need of additional resources. Over the course of several years, we have chosen to identify barriers to inclusivity, strive to overcome them, and be a more inclusive District where student needs dictate the staffing and overall programming at each building and grade level. Currently, we do not have any students who are awaiting a delay in educational placement, or who are receiving instruction in the home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLTR	Elementary	Full-time (1.0)	04/19/2022 11:01 AM

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		61
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range.		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAK	Elementary	Full-time (1.0)	04/20/2022 12:26 PM

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		48
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students on Speech caseloads exceed the 3 year age range, however therapies are conducted within the allowable age range.		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLKB	Secondary	Full-time (1.0)	04/20/2022 10:28 AM

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AY	Elementary	Full-time (1.0)	04/19/2022 10:57 AM

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JW	Secondary	Full-time (1.0)	04/19/2022 10:56 AM

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PW	Secondary	Full-time (1.0)	04/19/2022 11:07 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TV	Elementary	Full-time (1.0)	04/19/2022 10:53 AM

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

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KD	Secondary	Full-time (1.0)	04/19/2022 10:51 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

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

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SP	Elementary	Full-time (1.0)	04/19/2022 10:48 AM

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LP	Elementary	Full-time (1.0)	04/19/2022 10:47 AM

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KP	Elementary	Full-time (1.0)	04/19/2022 10:46 AM

<b>Building Name</b>		
Perry El Sch		

<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The students on the caseload are instructed at separate times in an age range of less than 3 years.		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LK	Secondary	Full-time (1.0)	04/19/2022 10:43 AM

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>	
Hamburg Area Middle School	

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

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

	0.02
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH	Secondary	Full-time (1.0)	04/19/2022 10:40 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NH	Elementary	Full-time (1.0)	04/19/2022 10:37 AM

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TG	Secondary	Full-time (1.0)	04/19/2022 10:36 AM

<b>Building Name</b>
Hamburg Area Middle School
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KF	Secondary	Full-time (1.0)	04/19/2022 10:34 AM

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AF	Secondary	Full-time (1.0)	04/19/2022 10:03 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Hamburg Area HS		



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KE	Elementary	Full-time (1.0)	04/19/2022 10:01 AM

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Perry El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SD	Elementary	Full-time (1.0)	04/19/2022 09:58 AM

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Blind And Visually Impaired Support		

<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Tilden El Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JC	Secondary	Full-time (1.0)	04/19/2022 09:56 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BC	Secondary	Full-time (1.0)	04/20/2022 12:27 PM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB	Secondary	Full-time (1.0)	04/19/2022 09:50 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CA	Secondary	Full-time (1.0)	04/19/2022 09:50 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TA	Secondary	Full-time (1.0)	04/19/2022 09:50 AM

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Hamburg Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
N.A.	Secondary	Full-time (1.0)	04/05/2022 03:54 PM

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Hamburg Area Middle School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14



Age Range Justification	FTE %
	0.7

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Hamburg Area HS		6
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

### 1Assurance Check

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

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

### 2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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

### 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area HS		20
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

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

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area HS		27
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>

28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 6Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area HS		40
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 32 feet, 0 inches	1152sqft	41
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
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Hamburg Area HS		42
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 32 feet, 0 inches	1152sqft	41
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 8Assurance Check

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

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

#### 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	
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<b>Building Name</b>		<b>Room #</b>
Hamburg Area Middle School		120
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area Middle School		121
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 11Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area Middle School		122
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hamburg Area Middle School		148
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-04-19		



<b>Uploaded Files</b>

### 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	

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

### 14Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Perry El Sch		104 Double
<b>School Building</b>		<b>Building Description</b>
Elementary		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
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 15Assurance Check

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

Building Name		Room #
Perry El Sch		115
School Building		Building Description
Elementary		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
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 16Assurance Check

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

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

#### 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	

<b>Building Name</b>		<b>Room #</b>
Perry El Sch		308
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Tilden El Center		107
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tilden El Center		201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tilden El Center		206
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-19		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Tilden El Center		207
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-07-01		

<b>Uploaded Files</b>

## 22Assurance Check

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

## Special Education Support Services

### 23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	31	District Wide	District
School Psychologist	1	Elementary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	1	Elementary	District
Other	1	Elementary	District
School Psychologist	1	Secondary	District
Other	2	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training			
Ongoing partnership with Hogan Learning Academy 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	
Hogan Learning Academy & Director of Student Services		2022-2028	
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	
Hogan Learning Academy & Director of Student Services		2022-2028	
Hours Per Training	Number of Sessions	Provider	Audience
1-7	As needed	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers



Description of Training			
CPI Non-violent Crisis Intervention - On the first day of Nonviolent Crisis Intervention® training, the emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI'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		2022-2028	
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 - Book Study on Trauma informed behavior			
Lead Person/Position		Year of Training	
Inclusion Facilitator		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
The Re-Set process - Book Study on Trauma informed behavior - When students with histories of Trauma struggle with self-regulation, traditional interventions often fall short. Using the Re-Set process will equip students and teachers with the tools needed to re-regulate, and return to learning.			
Lead Person/Position		Year of Training	
Inclusion Facilitator			
Hours Per Training	Number of Sessions	Provider	Audience
	12	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
The Teachings of Jon : DVD and response activity - Focus acceptance. Para's will be provided with a self paced response activity that is directly tied to viewing the documentary, "The Teachings of Jon". The response activities focus on acceptance of people with disabilities in school and the greater community.			
Lead Person/Position		Year of Training	
Director of Student Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Deej: DVD and Response activity – Focus inclusion and awareness. Paras will view the documentary "Deej", and complete the response/reflection activities focused around the inclusion of students with complex needs.			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Who cares about Kelsey?: DVD and response Activity – Focus Behavior awareness. Para educators will view the documentary "Who cares about Kelsey?" and reflect on the challenges of the main character and what the school system could have done more effectively to support her complex behavioral needs.			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
On-line trainings and Show what you know reflections on various topics including but not limited to: Building Vocabulary, Accommodations & Modifications, Introduction to Verbal Behavior , Decoding "Big Words", Behavior Assessment and Intervention, Virtual Tools For Reading Instruction, Trauma, Social Emotional Learning, Introduction to Transition, Rett Syndrome, Direct Instruction in the Virtual World, Executive Functioning, Visual Supports, Self Regulation.			
Lead Person/Position		Year of Training	
BCIU		2022-2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	30+	Intermediate Unit	Paraprofessionals

## 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		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Parents Special Education Teachers

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

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		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
17	3	Other	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District Other	Building Administrators General Education Teachers Special Education Teachers

## Parent Training

Description of Training			
Behavioral Supports at Home - Providing parents with supportive strategies and plans to implement in the home and community settings.			
Lead Person/Position		Year of Training	
BCIU 14		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
Special Education Basics - Parent training on the foundations of special education. The "who, what, where and when" of navigating the beginning stages of the special education journey.			
Lead Person/Position		Year of Training	
BCIU 14		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
MA/Eligibility / Community Services - Providing parents with the steps and guidance to apply for Medical Assistance, and the benefits of such supports when seeking outside supports in the community and after school transition.			
Lead Person/Position		Year of Training	
BCIU 14		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

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		2023	
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		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
IEP Basics - Timelines, purpose, and sections of IEP - Parent training to familiarize parents with the component parts of the IEP.			
Lead Person/Position		Year of Training	
BCIU 14			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Central Office Administrators Parents Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date