

Profile and Plan Essentials

LEA Name		AUN
East Penn SD		121392303
Address 1		
800 Pine Street		
Address 2		
City	State	Zip
Emmaus	PA	18049
Director of Special Education Name		
Jody Freed		
Director of Special Education Email		
jfreed@eastpennsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
6109668354		
Chief Administrator Name		
Mrs Kristen M Campbell		
Chief Administrator Email		
kcampbell@eastpennsd.org		

Special Education Students

Total Number of Students Receiving Special Education 1545

School District Total Student Enrollment 7799

Percent of Students Receiving Special Education 19.8

Steering Committee

Name	Position/Role	Building	Email
Jody Freed	Director of Special Education	East Penn SD	jfreed@eastpennsd.org
Carli Harrell	Other	Shoemaker El Sch	charrell@eastpennsd.org
Daniel Cullen	Other	Emmaus HS	dcullen@eastpennsd.org
Jessica Thatcher	Other	East Penn SD	jthatcher@eastpennsd.org
Taylor Mattocks	Parent	Shoemaker El Sch	tmattocks@eastpennsd.org
Jennifer Layton	Other	Lower Macungie MS	jlayton@eastpennsd.org
Aleshea Maurer	Special Education Teacher	Emmaus HS	amaurer@eastpennsd.org
Tara Desiderio	Building Principal	Wescosville El Sch	tdesiderio@eastpennsd.org
Brett Snellman	Special Education Teacher	Emmaus HS	bsnellman@eastpennsd.org
David Budinas	Special Education Teacher	Eyer MS	dbudinas@eastpennsd.org
Christine Mitchell	Parent	Emmaus HS	mitchell5894@comcast.net
Emily Schwartz	Special Education Teacher	Wescosville El Sch	eschwartz@eastpennsd.org
Jennifer Moser	Parent	Willow Lane El Sch	jmoser@eastpennsd.org
Hayley Schleicher	Other	Wescosville El Sch	hschleicher@eastpennsd.org
Collette Smurda	Special Education Teacher	Macungie El Sch	csmurda@eastpennsd.org
Kaitlyn Patriarco	Special Education Teacher	Lincoln El Sch	kpatriarco@eastpennsd.org
William Halko	Other	Eyer MS	whalko@eastpennsd.org
Robert Edwards	Special Education Teacher	Emmaus HS	redwards@eastpennsd.org
Christine Mitchell	Parent	Eyer MS	mitchell5894@comcast.net
Tammy Kita	General Education Teacher	Emmaus HS	tkita@eastpennsd.org
Shonta Ford	Board Member	East Penn SD	sford@eastpennsd.org
Lori King	Special Education Teacher	Eyer MS	lking@eastpennsd.org
Justin Miller	Special Education Teacher	Lower Macungie MS	jmiller@eastpennsd.org
Rebecca Champion	Building Principal	Lincoln El Sch	rchampion@eastpennsd.org
Eric Bednar	General Education Teacher	Eyer MS	ebednar@eastpennsd.org
Tracy Maley	General Education Teacher	Emmaus HS	tmaley@eastpennsd.org
Mike Mauro	General Education Teacher	Eyer MS	mmauro@eastpennsd.org
Marc Zimmerman	Building Principal	Emmaus HS	mzimmerman@eastpennsd.org
Lauren Hostetler	General Education Teacher	Wescosville El Sch	lhostetler@eastpennsd.org
Nicole Gillan	General Education Teacher	Eyer MS	ngillan@eastpennsd.org
Jess Thatcher	Other	East Penn SD	jthatcher@eastpennsd.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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
United Care Community Home	Group Home		Other	0
Heart to Heart Ministries	Group Home		Other	0
Integrated Community Living	Group Home		Other	0

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.)

Under Section 1306 of the Pennsylvania School Code, the East Penn School District is considered a host school district, the school district where the children’s institution is physically located. East Penn School District is required to allow a nonresident student in a children's institution to attend the public schools in the district until the student receives a diploma or completes the school term in which they turn 21. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. (22 PA Code Section 11.18) As a host district, we are 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 Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for “qualified handicapped students” with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The East Penn School District follows the established policies and procedures as set forth in Purdon's Statute 24 P.S. Section 13-1308 in order adhere to the residency requirements for meeting the needs of students who are considered 1306 students. As a host school district, our obligations are met by providing those students who reside in institutions and therapeutic foster care, and who are eligible for special education services with an appropriate individualized educational program that is consistent with federal regulations and Chapter 14 Pennsylvania regulations and standards. When a student enters one of the institutions above, the new student is registered at the appropriate neighborhood school (Elementary, Middle or High School) or alternative placement within 5 business days. The following educational records are reviewed or requested from the previous school district. The student's evaluation report, IEP, medical and attendance records. If the student is an identified special education student, all documents are reviewed by one of the District’s special education supervisors to determine appropriate comparable programming. Once programming is decided, the student is assigned a special education case manager and an IEP meeting is held. The IEP team then determines the appropriate supports and services needed in the least restrictive environment for the student. All special education services are delivered by a certified special education teacher and/or relative service provider. Any revisions to the IEP are then made during the IEP meeting. Parents are invited to the IEP meeting in order to give input in

the decision-making process. If a regular education student is thought to be exceptional, permission to evaluate is sought from the student's parent/guardian. All special education procedures and timelines are followed in accordance with Chapter 14 and IDEA.

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

The District ensures that a 1306 student identified with a disability receives a free and appropriate public education in the least restrictive environment by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The East Penn School District works collaboratively with the resident school district in order to develop each student's educational programming and placement. The District has a central registration procedure in place that assists with processing the required paperwork for 1306 students. One barrier that sometimes exists during registration is that the prior district fails to send the most recent evaluation report and IEP to the school district. After registration, the special education department and the appropriate level special education supervisor receives notification of the 1306 enrollment. The district works collaboratively with outside agencies and school districts in order to secure the necessary documentation so that all 1306 students residing within the East Penn School District are ensured the same opportunity for FAPE and LRE as resident students. Students displaced by natural disasters are now categorized through PDE with a homeless status, thus providing students all the rights which come from such classification. Under the ESSA requirements, the district follows the Best Interest Determinations to provide the following assurances: • Children in foster care enroll or remain in the school of origin unless there is a determination that it is not in his or her best interest to attend the school of origin. The best interest determination must be based on all relevant factors, including 1) Appropriateness of the current educational setting and 2) Proximity to the school in which the child is enrolled at the time of placement.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

East Penn diligently strives to enhance the inclusion of special education students within mainstream educational environments annually. The district maintains a steadfast commitment to the integration of students with disabilities into regular educational settings, with a priority on determining the least restrictive environment. Inclusive practices are thoroughly considered and promoted across all elementary and secondary school buildings, fostering an environment conducive to the educational needs of students with disabilities. Throughout the 2022-2023 academic year, East Penn delivered special education services to a noteworthy 80.9% of students within regular education settings, exceeding 80% of the instructional day. Recognizing the imperative for continual improvement, one identified objective was to elevate the percentage of students with disabilities actively participating in regular education environments for 80% or more of their school day, spanning both elementary and secondary levels. During the preceding 2021-2022 school year, 73% of all students with disabilities were engaged in regular education settings for 80% or more of the day. Subsequently, during the 2022-2023 academic year, this figure rose to 80.9%, reflecting a notable 7.9% increase. This improvement can be attributed to the deliberate implementation of inclusive practices at both elementary and secondary levels, underscoring East Penn's ongoing dedication to fostering an inclusive and equitable educational environment for all students.

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?**

Students with disabilities will undergo identification for behavioral or academic services through the implementation of a Multi-Tiered System of Supports K-12 (MTSS). This process will be informed by student data, encompassing universal screening data in reading and math, behavioral survey collection via Panorama, and PSSA scores. Subsequently, students will be provided with research-based reading, math, or behavioral interventions tailored to their individual needs. Reading interventions will target areas such as phonemic awareness, phonics, decoding, vocabulary, comprehension, and writing, while math interventions will focus on fact fluency, numbers & operations, algebraic thinking, measurement & data, and geometry. At the elementary level, students will receive small group interventions five days a week, approximately 40 minutes for reading and 30 minutes for math. Secondary level students will receive intervention during an additional class period. Progress will be monitored on a bi-weekly or weekly basis over 8-10 weeks to evaluate the effectiveness of interventions. Adjustments to interventions will be made accordingly, with students either continuing, exiting, or transitioning to new interventions based on their progress. To further support students, special education teachers, interventionists, and paraprofessionals will be integrated into core ELA and math instruction, providing small group instruction and reinforcement. Furthermore, at the high school level, weekly multidisciplinary team meetings have been implemented to address academic and behavioral concerns for students with Individualized Education Programs (IEPs), particularly focusing on transition services. This facilitates timely scheduling of IEP team meetings to consider modifications to supplementary aids and services. Behavioral support and social-emotional interventions will also adhere to the MTSS framework K-12. Positive Behavior Reward Systems will be implemented at Tier I, while Tiers II and III will involve the implementation of behavior strategies and interventions. Similar to academic interventions, progress will be monitored bi-weekly or weekly over 8-10 weeks, with adjustments made accordingly. Data collection will occur through data meetings, child study meetings, and advisory periods. Social-emotional learning (SEL) will be integrated into the curriculum, with daily SEL lessons at the elementary level and weekly lessons during homeroom periods at the secondary level. Additionally, the District collaborates with various organizations such as Lehigh Valley Health Network, Communities in Schools, K&S Consulting, and Mid Atlantic Rehabilitation Services to provide mental health support within the school setting, ensuring a holistic approach to student well-being.

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 East Penn School District employs a comprehensive range of training and programming strategies to ensure students make meaningful progress within the general education curriculum. These strategies encompass a Multi-Tiered System of Support (MTSS), specialized intervention training covering math, reading, and behavior, co-teaching preparation, and implementation, as well as the utilization of Universal Design for Learning (UDL), differentiated instruction methods, and access to behavior specialists. Furthermore, the district offers a continuum of special education services tailored to individual student needs. Aligned with the objectives outlined in the Comprehensive Plan, the East Penn School District prioritizes the professional growth of its entire staff, aiming to enhance performance in accordance with student, educator, building, and District requirements. Through an array of district and building-based professional development initiatives, the district endeavors to equip faculty members and support staff with opportunities to augment their knowledge, skills, attitudes, and beliefs, thereby fostering a learning community conducive to positive student outcomes. Annually, teaching staff are mandated to participate in 54 hours of professional development, while paraprofessional staff are required to engage in 20 hours of professional development. Additionally, the district offers ongoing district-wide professional development opportunities covering various topics such as the Science of Reading, cultural literacy, special education practices and legislation, as well as participation in District data meetings, including sessions focused on parent engagement and training.

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

The East Penn School District employs a comprehensive array of Supplementary Aids and Services (SaS) within the framework of Collaborative, Instructional, Physical, and Social-Behavioral support categories, facilitating the success of students with disabilities in the general education curriculum. These include: Scheduled time allocated for team meetings among staff. Guided assistance for team members in utilizing assistive technology tailored to individual student needs. Ongoing training for paraprofessionals to enhance their capacity for inclusion support. Establishment of modified/functional extra curricular goals. Provision of alternative learning materials, including materials available in formats such as audio, large print, and computer-accessible. Deployment of assistive technology solutions. Adaptation of presentation methods to accommodate diverse learning needs. Utilization of reader services. Provision of individualized desk, chair, adaptive athletic equipment as required. Adjustment of sensory inputs, including lighting and sound levels. Ensuring structural aids such as wheelchair accessibility and installation of assistive devices like trays and grab bars. Optimization of environmental conditions within classrooms, auditoriums, cafeterias, and/or athletic facilities, including considerations for acoustics, heating, and air conditioning. Provision of social skills instruction. Specialized transportation provided after hours. Facilitation of peer support to encourage friendships during social activities. Development and implementation of individualized behavior support plans. Access to psychological services. Establishment of sensory-friendly times and alternatives to accommodate students' sensory needs. Provision of parent training opportunities. Conducting listening sessions with parents and community leaders. Implementation of programs such as Best Buddies at Eyer, PALS at EHS, Unified Track and Field at EHS, Unified Bocce at Eyer, and the Gaming Club at EHS. Integration of initiatives like Aavidum aimed at promoting inclusivity and mental health awareness.

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?

In the realm of alternative educational settings, District representatives prioritize transparent communication by actively engaging in

Individualized Education Program (IEP) meetings and consistently monitoring student progress. This monitoring aims to ascertain the suitability of transitioning students back to a less restrictive educational environment. Comprehensive plans, encompassing timelines, transitional strategies, and assessment protocols, undergo continuous review and discussion to facilitate a seamless and successful transition process. Presently, the District's outplacement rate stands at 4.9% of the special education population. In instances where a student in an alternative setting expresses a desire to partake in a District-led extracurricular activity, an IEP team convenes to assess the feasibility and appropriateness of such participation, deliberating on the requisite supplementary aids and supports necessary for meaningful engagement.

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)

To ensure inclusive educational practices, children with disabilities, including those in public or private institutions or other care facilities, are integrated into classrooms alongside their non-disabled peers to the fullest extent feasible. As of December 1, 2022, the East Penn Special Education enrollment represents 19.9% of the total enrollment. Currently, the District's placement of students outside its boundaries stands at 4.9%, surpassing the Pennsylvania state average by 0.5%. Notably, there has been a significant uptick from the 2021-2022 academic year, where only 2.9% of students in special education attended alternative schools. This increase is largely attributed to a rise in students requiring intensive mental health care, necessitating full-time emotional support programs beyond the capacity of District schools. Special classes, separate schooling, or other removals of children with disabilities from mainstream educational settings are reserved for cases where the nature or severity of the disability prohibits satisfactory participation in regular classes, even with supplementary aids and services. To enhance the continuum of services available to students within District boundaries, it is recommended that additional resources and programs be considered. These include the addition of psychologists and social workers to provide vital mental health support, facilitating parental connections with community agencies, and addressing truancy issues effectively. Furthermore, exploring the establishment of a dedicated Life Skills Support program within the District could alleviate the need for 13 students currently attending Intermediate Unit programs. Such initiatives align with the District's commitment to inclusive education and holistic student support.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Overbrook School for the Blind	Approved Private School (APS)		Todd Reeves, Executive Director and CEO	Blind and Visually Impaired Support	1
The Centennial School	Approved		Lehigh University	Emotional	8

	Private School (APS)			Support	
Vanguard	Approved Private School (APS)		Lisa Wood, Director of Education	Autistic Support	1
Bancroft	Licensed Private Academic		Toni Pergolin, CEO	Multiple Disabilities Support	1
Lehigh Learning Academy	Licensed Private Academic		Jay Brey	Learning Support	1
Lehigh Learning Academy	Licensed Private Academic		Jay Brey	Emotional Support	1
PRIDE/Ashfield Academy	Licensed Private Academic		BHA, Chris Iacobelli, Director of Special Education	Emotional Support	3
Oak Ridge Academy	Licensed Private Academic		BHA, Chris Iacobelli, Director of Special Education	Emotional Support	1
ISST	Licensed Private Academic		BHA, Chris Iacobelli, Director of Special Education	Emotional Support	1
KidsPeace Berks Campus	Licensed Private Academic		Marisol Gonzalez, KidsPeace Education Supervisor	Emotional Support	1
New Hope Academy	Licensed Private Academic		Kathleen Rosso-Gana Founder, President, Executive Director/ Motivational Educational Training Company, Inc	Emotional Support	1
Lehigh County Enhanced Autism Center	Other	Intermediate Unit	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Autistic Support	2
Lehigh Learning and Achievement School	Other	Intermediate Unit	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Emotional Support	18
Allentown Learning and	Other	Intermediate	Carbon Lehigh Intermediate Unit 21, Mark Scott	Emotional	2

Achievement School		Unit	Director of Special Programs and Services	Support	
Southern Lehigh High School SITES	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Emotional Support	2
Buxmont Academy-Bethlehem	Licensed Private Academic		Dana Troiano, Dean of Students/Community Service Foundation	Emotional Support	4
Buxmont Academy-Tatamy	Licensed Private Academic		Heather Walters, Dean of Students/Community Service Foundation	Emotional Support	1
New Story-Wyomissing	Licensed Private Academic		Julie Johnson, Director of School and Services	Autistic Support	2
Alburtis Elementary	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Life Skills Support	3
Lower Macungie Middle School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Life Skills Support	2
Emmaus high School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Life Skills Support	8
Schnecksville Elementary School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Deaf and Hard of Hearing Support	1
Veteran's Memorial Elementary	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Multiple Disabilities Support	4
Kernsville Elementary School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Multiple Disabilities Support	1
Orefield Middle School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Multiple Disabilities Support	2
Salisbury High School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Multiple Disabilities Support	2
Project VIP	Other	Intermediate Unit	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Life Skills Support	3
Project SEARCH	Other	Intermediate	Carbon Lehigh Intermediate Unit 21, Mark Scott	Life Skills Support	2

		Unit	Director of Special Programs and Services		
Catasaqua High School	Other	District	Carbon Lehigh Intermediate Unit 21, Mark Scott Director of Special Programs and Services	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval

2021-01-11

Uploaded Files

Behavior Support Policy.pdf

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

The District works closely with the Intermediate Unit and ABA Supports, for ongoing professional development in positive behavioral support (PBS). ABA Support Services provides support to individual students and also provides consultation and support to school teams. Board Certified Behavior Analysts contracted provides consultation for educational staff at the elementary level. This includes consultation for teachers, paraprofessionals and administrators, and other school personnel. In addition, they provide BCBA support for the elementary emotional support program at Shoemaker Elementary School. Registered Behavior Technicians (RBT) are also contracted through ABA Supports for students needing intensive 1:1 behavior intervention in the K-12 Autistic Support program throughout the District. Carbon Lehigh Intermediate Unit (CLIU #21) provides training in the areas of behavior, trauma-informed care, and resilience to students, teachers, and support staff. Topics include but are not limited to verbal de-escalation techniques, proactive positive behavior support, functional behavior assessment, emotional regulation strategies, and problem-solving skills instruction. The CLIU also acts as a proxy for PaTTAN to provide requested emergent support for individual student or classroom challenges related to behavior, curriculum, or other support needs. One of the CLIU's social workers provides 4 hours of support to the K-12 Emotional Support program in the form of 1:1 and small group sessions, connecting students and families with outside resources, and coordinating other community resources, such as Crime Victims Council and The SPARK Program, to provide support during the school day. When District students require more mental health supports than are available within the district, a continuum of services is considered to determine their Least Restrictive Environment. The District maintains working relationships with therapeutic environment schools outside of the district such as the CLIU21's Lehigh Learning Achievement School and Allentown Learning Achievement School, KidsPeace Berks Campus, and Behavioral Health Associates' Journey Program. These schools provide education in a therapeutic environment incorporating frequent access to mental health providers and, for some students, licensed psychiatrists who can provide medication management. These schools also heavily embed social emotional learning throughout the students' entire day, delivered through a low staff:student ratio. Communities In Schools recognizes the inherent potential within every student and is dedicated to fostering their realization of it. Numerous students encounter formidable obstacles impeding their academic and personal advancement, including learning disabilities, homelessness, bullying, trauma-induced emotional distress, untreated medical or dental conditions, and insufficient access to essential school resources such as supplies and clothing. Communities In Schools collaborates with educational institutions to identify and address these barriers through personalized one-on-one and group interventions. Harmony offers cutting-edge digital resources grounded in current research on social and emotional development. The program is designed to advance objectives in relationship cultivation, diversity and inclusion, community strengthening, and culturally sensitive pedagogy, ensuring that every student receives the advantages of a social and emotional learning (SEL)-focused education. As a tier 1 SEL resource, Harmony is implemented across

elementary schools. Student Assistance Programs (SAP) are present in all district secondary buildings, facilitating connections between students and their families with community-based agency support. Teams dedicated to Student Assistance convene regularly in each building, comprising both general education and special education staff who have received comprehensive training on the referral process. Home and School Visitors act as intermediaries between the school and students' homes, focusing on attendance and truancy concerns. They serve as advocates for students, facilitate connections between students and families with county and local service agencies, and collaborate with district staff to develop prevention and intervention strategies aimed at supporting students' academic progress. The Crisis Prevention Institute (CPI) training has been facilitated for two individuals, enabling them to attain certification as instructors proficient in de-escalation techniques and crisis prevention strategies through the evidence-based CPI program, which emphasizes nonviolent crisis intervention. As a last resort, CPI includes the utilization of restraints aimed at mitigating injury risks, aligning with legislative requirements, and fostering an environment conducive to the care, welfare, safety, and security of all involved parties. These certified individuals will subsequently deliver professional development sessions to staff members at each school building. Restorative Practices foster an inclusive environment where both students and staff feel a strong sense of belonging. These practices aim to create a community where every individual feels acknowledged, respected, and valued. Initially, Restorative Practices focus on establishing classroom communities built upon clear agreements, authentic communication, and effective conflict resolution tools. They offer structured processes for addressing and resolving conflicts by facilitating dialogues among affected parties to address concerns, promote understanding, and reach agreements for resolution. Moreover, Restorative Practices contribute significantly to social and emotional learning. Within the East Penn School District, students are encouraged to embrace and apply proactive and positive methods to cultivate and sustain a harmonious classroom environment. They learn to foster positive relationships with peers and utilize restorative questioning techniques to facilitate conflict resolution and enhance communication skills. School-Wide Positive Behavior Support (SWPBS) represents a comprehensive systems approach aimed at fostering a positive social culture throughout the entire school while providing targeted individualized behavior support to facilitate academic and social progress while mitigating disruptive behaviors for all students. It's important to note that SWPBS is not confined to a singular curriculum, intervention, or practice; rather, it serves as a strategic decision-making framework guiding the selection, integration, and implementation of evidence-based academic and behavioral strategies to enhance overall student outcomes in both academic achievement and behavior. The Emotional Support Social Skills Curriculum known as "The Zones of Regulation" is employed within the K-5 emotional support program. This curriculum adopts a systematic cognitive behavioral approach designed to facilitate self-regulation skills. Through the Zones framework, students are equipped with strategies to enhance their self-awareness and autonomy in regulating emotions and impulses, addressing sensory needs, and refining conflict resolution skills. The Second Step programs integrate engaging discussions, interactive activities, and supplementary family resources. These programs are designed to facilitate the acquisition of social-emotional competencies in children, including responsible decision-making, collaborative problem-solving, emotion regulation, and interpersonal skills. Mastery of these skills not only enhances academic achievement but also fosters positive social development in children. Accept Identify Move (AIM), created by Mark Dixon and Dana Paliliunas, integrates principles from Mindfulness, Acceptance and Commitment Therapy (ACT), and Applied Behavior Analysis (ABA). This comprehensive approach is designed to enhance the well-being of children, regardless of disability status, who encounter difficulties with social and emotional regulation. AIM is deployed within emotional support classrooms at both the middle and high school levels to address these challenges effectively. The District engages Behavior Support Specialists, consisting of Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), to offer specialized services tailored to students with social, emotional, and behavioral challenges. BCBAs conduct Functional Behavior Assessments, devise data

collection instruments, formulate Positive Behavior Support Plans (PBSPs), and offer consultation to teams for effective plan implementation. RBTs, on the other hand, execute PBSPs through a one-on-one service delivery model. The District offers a comprehensive range of services to students diagnosed with emotional disturbances across grades K-12, ensuring their continuity within their home district and access to the East Penn community. Collaboratively, School Counselors, Communities in Schools staff, MARS Counselors, Pinebrook Family Answers, LVHN Therapists, CLIU Social Workers, Shanti Project and K&S Truancy specialists collaborate with administrators, teachers, parents/guardians, and other professional staff members to promote student well-being and academic success. This is achieved through consultation services, acting as a liaison between local and county agencies, students, and the school system, as well as the implementation of school-wide prevention initiatives aimed at fostering a conducive learning environment. Additionally, the District utilizes a Multi-Tiered System of Supports (MTSS), which includes behavioral supports at the elementary, middle, and high school levels. Students who are referred to MTSS by families, teachers, administrators, or staff are able to receive the various behavioral supports as described above - beyond a Tier 1 level of intervention.

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 behavior support and management policy established by the East Penn School District Board aligns with current regulatory standards and serves as the foundation for recurrent training initiatives conducted throughout the academic year. This policy mandates that behavior support programs within the district emphasize positive approaches over punitive measures, ensuring that students are safeguarded from demeaning treatment and the undue use of restraints or aversive techniques. Under this policy, behavior support programs and plans are informed by functional behavior assessments and incorporate a range of evidence-based strategies aimed at fostering skill development to enhance students' learning opportunities and self-actualization. All students receive support in the form of Functional Behavioral Assessments and Positive Behavior Support Plans, with Individualized Education Programs (IEPs) incorporating necessary supplemental aids and services to facilitate success within the school environment. Positive Behavior Support Plans (PBSPs), developed by the IEP team, serve as guiding documents for interventions aimed at mitigating behaviors that hinder a student's educational access. These plans include a hypothesis outlining the behavior, its antecedents, consequences, and underlying purpose, along with prevention strategies, replacement skills, and appropriate consequence strategies. PBSPs also encompass strategies to minimize the occurrence of undesirable behaviors and provide guidelines for adult responses. Recognizing the importance of fidelity in implementation, the District ensures that all staff receive training and consultation on behavior support processes, implementation techniques, and data collection from a Board-Certified Behavior Analyst (BCBA). Furthermore, personnel supporting emotional support programs in grades K-5 have undergone Crisis Prevention Institute (CPI) training, while district paraprofessionals receive instruction in behavior management and de-escalation strategies from the BCBA, supplemented by CPI training. Additional training for paraprofessionals is provided through online sessions offered by the Bureau of Special Education IA Credential of Competency Entry Level Training Series, Safe Schools, and the Jason Foundation.

3. Describe the district positive school wide support programs.

Traditionally, school discipline models have been characterized as reactive, where instances of student misbehavior prompt punitive consequences. However, the essence of the SWPBIS lies in its proactive approach, serving as a guiding framework rather than a standardized program, to develop a comprehensive behavior support system tailored to the specific needs of each school. This system is structured around a three-tiered model, with the first tier serving as the cornerstone upon which subsequent tiers are constructed. At the foundational tier, a system of support is provided to all students within the school, emphasizing preventive practices focused on teaching and reinforcing desired

behaviors. Tier two offers targeted interventions to support students identified as "at risk," necessitating more specialized intervention beyond the universal support provided in tier one. Tier three, the highest level of support, addresses the most intensive intervention needs for students with significant behavioral or emotional challenges.

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

The District offers an array of school-based behavioral health services through collaborative partnerships with external organizations, including the following: School counselors, psychologists, and social workers provide counseling and group services to students with Individualized Education Programs (IEPs) targeting counseling-related goals. Communities in Schools conducts mental health check-ins for students, facilitates social skills groups, and delivers ongoing counseling services to students facing mental health challenges. LVHN Therapists offer individual therapy sessions tailored to address tier 3 level concerns among students. Mid Atlantic Rehabilitation Services (MARS) delivers weekly group counseling sessions for elementary, middle, and high school students. Pinebrook Family Answers operates as a Trauma-Informed Service Agency, integrating trauma knowledge into all facets of service delivery and practice within schools. Their approach emphasizes growth, empowerment, resilience, and skill-building within a trauma-informed system of care. K&S/MST Consultants is a community-based service aimed at enhancing parenting skills, individual functioning, and school attendance and performance. Additionally, K/S-MST and K/S serve as diversion programs for at-risk youths, employing a holistic approach that encompasses family and individual therapy, as well as educational and career consultation, in collaboration with schools. Parents and families can access the above mentioned services through the District's Community Resource Booklet located on the District website at <https://www.eastpennsd.org/wp-content/uploads/2023/05/2021-Community-Resource-Directory-03-2021.pdf> or by contacting their student's counselor or building administrator.

5. Describe the district restraint procedure.

The East Penn District consistently prioritizes the implementation of positive behavior support practices over punitive measures. These positive behavior supports are grounded in rigorous research and evidence-based methodologies. Central to the District's approach is the commitment to providing behavior support within the least restrictive environment possible. In instances where an Individualized Education Program (IEP) team deems the necessity for a restraint plan for a student, the team will convene to thoroughly discuss the matter. Restraint measures are considered only as a last resort and are implemented within the framework of a broader strategy of positive behavior supports. These supports are designed to teach and reinforce appropriate replacement behaviors, thereby enabling the gradual reduction and eventual elimination of the need for restraints. Additionally, staff members undergo comprehensive training to ensure proper implementation of these strategies. For all instances where restraints are used, each is reported to the Pennsylvania Department of Education, Bureau of Special Education RISC system for monitoring. Below is EPSD Board Policy 113.2 on Behavior Support. Purpose Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.[1][2][3][4][5] Authority The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less

restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[1][3][6][7][5][8][9][10][11] Definitions The following terms shall have these meanings, unless the context clearly indicates otherwise.[1] Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior. Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques. Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: Briefly holding a student, without force, to calm or comfort the student. Guiding a student to an appropriate activity. Holding a student's hand to escort the student safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control. Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one (1) or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9] Delegation of Responsibility The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.[1] The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports to be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and career and technical schools.[1] Guidelines Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5] When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary. Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing

to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parent/guardian consent only if:[1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1] Mechanical restraints shall prevent a student from injuring the student or others or promote normative body positioning and physical functioning.

Seclusion The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1]

Aversive Techniques The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]

Corporal punishment. Punishment for a manifestation of a student's disability. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. Noxious substances. Deprivation of basic human rights, such as withholding meals, water or fresh air. Suspensions constituting a pattern as defined in state regulations.[12]

Treatment of a demeaning nature. Electric shock. Methods implemented by untrained personnel. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement Authorities The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to law enforcement authorities that have jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement authorities and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[13][14][15][16][17][18][19][1][6][20][21][9][10][22][23][24][25][26][27]

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement authorities, the district shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required.[17][1][11] If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan.[1] For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement authorities, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[17][1]

Relations With Law Enforcement Authorities The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to law enforcement authorities that

have jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[17][19][9][27] The district shall invite law enforcement authorities that have jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

Intensive Interagency

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

The East Penn School District works with the interagency coordinators of Lehigh County and they act as a liaison among our educational entities, community agencies, and the families in providing assistance in planning and managing the interagency process. The East Penn School District has been successful in providing appropriate placements for all students and no student has waited more than 30 days for an appropriate educational placement. Placements may include Vanguard, Camp Hill, Pennsylvania School for the Deaf, Melmark, Centennial, St. Joseph's Center, Behavioral Health Associates, Abraxas, Lehigh Learning Academy, Hogan Learning Academy, Community Service Foundation, or Devereux. District personnel works closely with the Carbon Lehigh Intermediate Unit #21, Lehigh County agencies, and private providers in an effort to ensure that eligible students receive a free and appropriate public education (FAPE). The district has employed the assistance of the Lehigh County Child and Adolescent Service System (CASSP) interagency coordinators to help facilitate residential placements or to facilitate the collaboration between families, outside agencies, and the school district. In addition, the East Penn School District works with the office of intellectual disabilities, juvenile probation, drug and alcohol treatment facilities, and child protective services in order to identify treatment programs and services for students with diverse needs. The East Penn School District has students for whom it has had difficulty locating a program to ensure the provision of a free and appropriate public education (FAPE); however, the district works with Carbon Lehigh Intermediate Unit #21 and the Pennsylvania Child and Adolescent Service System Program (CASSP) to provide educational and behavioral health services from the least restrictive to the most restrictive environment. Therefore, the East Penn School District works in collaboration with the CASSP in order to provide programming options and out-of-district placements for students who have multisystem services. A district representative attends all CASSP meetings either in person or via a phone conference. The interagency coordinators and school district personnel collaborate in order to create a comprehensive, community-based, need-driven system of services and supports to help the child and family reach their goals. During the interagency meeting, all team members involved work together to assist in identifying specific strengths and barriers that a child and family are experiencing in behavioral, emotional, cognitive/learning, social, and other domains in order to eliminate barriers to a placement resolution. In conclusion, the district utilizes the regional interagency coordinators to assist in interagency planning to mitigate and/or eliminate barriers to determine a placement resolution. The East Penn School District is committed to providing a free and appropriate public education (FAPE) and will continue to expand its continuum of services as necessary in order to ensure that students make meaningful educational progress. Careful consideration is given to the individual needs of all students and the district provides a continuum of services for learning support, emotional support, autistic support, life skills, and speech and language programs. Data were reviewed from 2005 to 2022 and no students were reported in the Intensive Inter-Agency Reporting System.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB321EHS	Secondary	Full-time (1.0)	03/18/2024 02:03 PM

Building Name		
Emmaus 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	14 to 16
Age Range Justification		FTE %
		0.24

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

Building Name		
Emmaus 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	14 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MR103JEF	Elementary	Full-time (1.0)	03/12/2024 01:57 PM

Building Name		
Jefferson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Jefferson 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	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KO327EHS	Secondary	Full-time (1.0)	03/18/2024 02:17 PM

Building Name		
Emmaus HS		
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	15 to 22
Age Range Justification		FTE %
Student age waiver signed for students who exceed age range		0.12

Building Name		
Emmaus HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Student age waiver signed for students who exceed age range		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BV326	Secondary	Full-time (1.0)	03/18/2024 02:16 PM

Building Name		
Emmaus HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Student age waiver signed for students who exceed age range		0.38

Building Name		
Emmaus HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Student age waiver sigend for students who exceed age range		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LG325EHS	Secondary	Full-time (1.0)	03/18/2024 02:15 PM

Building Name		
Emmaus HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Student age waive signed for students who exceed age range		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB324	Secondary	Full-time (1.0)	03/18/2024 02:14 PM

Building Name		
Emmaus HS		
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	15 to 22
Age Range Justification		FTE %
Student age waiver signed for students who exceed the age range		0.5

Building Name		
Emmaus HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Student age waiver signed for students who exceed the age range		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WM323EHS	Secondary	Full-time (1.0)	03/18/2024 02:10 PM

Building Name		
Emmaus HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.26

Building Name		
Emmaus HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.1

Building Name		
Emmaus HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AD322	Secondary	Full-time (1.0)	03/18/2024 02:07 PM

Building Name		
Emmaus HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Students are not in the same classroo at the same time as they are scheduled by grade level		0.28

Building Name		
Emmaus 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 22
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.05

Building Name		
Emmaus 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 22
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB321	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.24

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Emmaus 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	14 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM319EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

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

Building Name		
Emmaus 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	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RP318EHS	Secondary	Full-time (1.0)	03/18/2024 02:19 PM

Building Name		
Emmaus 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	14 to 21
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.02

Building Name		
Emmaus 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	14 to 21
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.5

Building Name		
Emmaus 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	14 to 21
Age Range Justification		FTE %
Students are not in teh same classroom at the same time as they are scheduled by grade level		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AH317EHS	Secondary	Full-time (1.0)	03/10/2024 04:37 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Emmaus 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	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Emmaus 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	14 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RE316EHS	Secondary	Full-time (1.0)	03/12/2024 02:06 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB315EHS	Secondary	Full-time (1.0)	03/12/2024 02:08 PM

Building Name

Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students are not in the same classroom at teh same time as they are scheduled by grade level		0.48

Building Name		
Emmaus 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 21
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are grouped by grade level		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM314EHS	Secondary	Full-time (1.0)	03/10/2024 04:49 PM

Building Name
Emmaus HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Emmaus 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	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RK313EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Exception to the age range is listed in students' IEPs		0.44

Building Name		
Emmaus 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 20
Age Range Justification		FTE %
Exception to the age range is listed in students' IEPs		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TN312EHS	Secondary	Full-time (1.0)	03/10/2024 03:06 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Emmaus 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 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NK311EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

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

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BL310EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.48
--	------

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS309EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BS308EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.52

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS307EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DI306EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR305EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM304EHS	Secondary	Full-time (1.0)	03/12/2024 02:05 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.48

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MR303EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name	
Emmaus HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	24

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BM302EHS	Secondary	Full-time (1.0)	03/12/2024 02:03 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students are not in the same classroom at the same time as they are scheduled by grade level.		0.46

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20

Age Range Justification	FTE %
Students are not in the same classroom at the same time as they are grouped by grade level	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Md301EHS	Secondary	Full-time (1.0)	03/10/2024 04:29 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BP300EHS	Secondary	Full-time (1.0)	03/10/2024 03:55 PM

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.48

Building Name		
Emmaus HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPWIL001	Elementary	Full-time (1.0)	03/10/2024 04:44 PM

Building Name		
Willow Lane El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPMF414	Secondary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Emmaus HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17

Age Range Justification	FTE %
	0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPNF413	Secondary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Emmaus HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPKG412	Secondary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Lower Macungie MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPKB409	Elementary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Willow Lane El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.51

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPHS408	Elementary	Full-time (1.0)	03/10/2024 04:41 PM

Building Name		
Wescosville El Sch		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPWH407	Elementary	Full-time (1.0)	03/10/2024 04:41 PM

Building Name		
Wescosville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPRB405	Elementary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Shoemaker El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPMB404	Elementary	Full-time (1.0)	03/10/2024 04:41 PM

Building Name		
Macungie El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.03

Building Name		
Eyer MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPMB403	Elementary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Macungie El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPCT401	Elementary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Jefferson El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.15

Building Name		
Lincoln El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPAK400	Elementary	Full-time (1.0)	03/08/2024 11:39 AM

Building Name		
Alburtis El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Itinerant-Individual Sessions and/or groups within age range		0.22

Building Name		
Shoemaker El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EM221LMMS	Secondary	Full-time (1.0)	03/07/2024 02:49 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP220LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
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	12 to 14
Age Range Justification		FTE %
		0.1

Building Name

Lower Macungie MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM219LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Lower Macungie MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO\P218LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.44

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK217LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
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	13 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KF216LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name

Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DC215LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM214LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
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 13
Age Range Justification		FTE %
		0.38

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AZ213LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Lower Macungie MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JD212LMMS	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name	
Lower Macungie MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	17
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TF211EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name
Eyer MS
Support Type

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Eyer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM210EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB209EYER	Secondary	Full-time (1.0)	03/12/2024 02:01 PM

Building Name		
Eyer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LA208EYER	Secondary	Full-time (1.0)	03/12/2024 01:59 PM

Building Name

Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Eyer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LK207EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH206EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
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	12 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SN205	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DB204EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.24

Building Name		
Eyer MS		
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	13 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SE203EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
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	12 to 13
Age Range Justification		FTE %

0.38

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH202EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.36

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ER201EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.34

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

RC100EYER	Secondary	Full-time (1.0)	03/07/2024 02:52 PM
-----------	-----------	-----------------	---------------------

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.32

Building Name		
Eyer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KN133WIL	Elementary	Full-time (1.0)	03/05/2024 02:51 PM

Building Name		
Willow Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.24

Building Name		
Willow Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS132WIL	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Willow Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JY131WIL	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Willow Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM130WIL	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Willow Lane El Sch		
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	Elementary	8 to 9
Age Range Justification		FTE %
		0.18

Building Name		
Willow Lane 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 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TS129WIL	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Willow Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.16

Building Name		
Willow Lane 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	6 to 7
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CL128WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Wescosville El Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.75

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Full-Time (80% or More)	1
Identify Classroom	Classroom Location
School District	Elementary
Age Range	6 to 8
Age Range Justification	FTE %
	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES127WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name	
Wescosville El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	6
Identify Classroom	Classroom Location
School District	Elementary
Age Range	8 to 10
Age Range Justification	FTE %
	0.75

Building Name	
Wescosville El Sch	
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	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SW126WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %

	0.5
--	-----

Building Name		
Wescosville El Sch		
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 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GS125WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

Building Name		
Wescosville El Sch		
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	8 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LC124WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Wescosville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

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

BD123WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM
----------	------------	-----------------	---------------------

Building Name		
Wescosville 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	8 to 10
Age Range Justification		FTE %
		0.28

Building Name		
Wescosville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM122WES	Elementary	Full-time (1.0)	03/12/2024 01:55 PM

Building Name		
Wescosville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are never in the room together for instruction		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS121WES	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Wescosville 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	7 to 10
Age Range Justification		FTE %
		0.28

Building Name		
Wescosville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS120SHO	Elementary	Full-time (1.0)	03/12/2024 01:52 PM

Building Name		
Shoemaker El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
This is the full time emotional support classroom for the District. Students are instructed on their individual level regardless of age or		0.04

grade as indicated in their IEPs	
----------------------------------	--

Building Name		
Shoemaker El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
This is the full time emotional support classroom for the District. Students are instructed on their individual level regardless of age or grade as indicated in their IEPs		0.1

Building Name		
Shoemaker El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
This is the full time emotional support classroom in for the District. Students are instructed on their individual level regardless of their age or grade as indicated in their IEPs		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW119SHO	Elementary	Full-time (1.0)	03/12/2024 01:47 PM

Building Name		
Shoemaker El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students attend small group or 1:1 instruction tailored to their needs rather than their age		0.1

Building Name		
Shoemaker El Sch		
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	Elementary	5 to 10
Age Range Justification		FTE %
Students attend small group or 1:1 instruction tailored to their needs rather than their age.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GT118SHO	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Shoemaker El Sch		
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	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Shoemaker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM117SHO	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Shoemaker El Sch		
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	8 to 9
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC116SHO	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Shoemaker El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH115SHO	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Shoemaker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JF114MAC	Elementary	Full-time (1.0)	03/12/2024 01:43 PM

Building Name		
Macungie El Sch		
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	Elementary	6 to 11
Age Range Justification		FTE %
Age Variance Waiver		0.02

Building Name		
Macungie El Sch		
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	Elementary	6 to 11
Age Range Justification		FTE %
Age Variance Waiver		0.5

Building Name		
Macungie El Sch		
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	Elementary	6 to 11
Age Range Justification		FTE %
Age Variance Waiver		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LRW113MAC	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Macungie El Sch		
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	10 to 12
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HZ112MAC	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Macungie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Macungie El Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS111MAC	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Macungie El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.18

Building Name

Macungie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LE110MAC	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Macungie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Macungie 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	9 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP109LIN	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Lincoln El Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EB108LIN	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Lincoln 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	6 to 9
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DK107LIN	Elementary	Full-time (1.0)	03/12/2024 01:41 PM

Building Name

Lincoln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not instructed in the room together		0.14

Building Name		
Lincoln El Sch		
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	Elementary	6 to 11
Age Range Justification		FTE %
Students are not instructed in the room together		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DF106LIN	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Lincoln El Sch		
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	Elementary	7 to 8
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LK105JEF	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Jefferson El Sch		
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	6 to 9
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR104	Elementary	Full-time (1.0)	03/05/2024 02:55 PM

Building Name		
Jefferson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SK102ALB	Elementary	Full-time (1.0)	03/05/2024 01:42 PM

Building Name		
Alburtis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM101ALB	Elementary	Full-time (1.0)	03/05/2024 01:38 PM

Building Name		
Alburtis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB100ALB	Elementary	Full-time (1.0)	03/05/2024 01:33 PM

Building Name		
Alburtis 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	8 to 9

Age Range Justification	FTE %
	0.12

Building Name		
Alburtis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.2

Special Education Facilities

Building Name		Room #
Willow Lane El Sch		315B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 17 feet, 5 inches	278sqft	9
Implementation Date		
2024-03-18		
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 #
Eyer MS		511
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2024-03-18		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Shoemaker El Sch		11
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-18		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Jefferson El Sch		Library Office - Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 3 inches x 9 feet, 3 inches	85sqft	3
Implementation Date		
2024-03-19		
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 #
Lower Macungie MS		606
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2024-03-19		

Uploaded Files

5 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 #
Eyer MS		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2024-03-19		
Uploaded Files		

6 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 #
Eyer MS		515
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2024-03-19		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Lower Macungie MS		508
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		

2024-03-19
Uploaded Files

8Assurance Check

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

Building Name		Room #
Macungie El Sch		221
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 17 feet, 0 inches	391sqft	13
Implementation Date		
2024-03-19		
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 #
Eyer MS		506
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 27 feet, 0 inches	837sqft	29
Implementation Date		
2024-03-19		
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 #
Eyer MS		626
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 19 feet, 0 inches	418sqft	14

Implementation Date
2024-03-19
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 #
Lower Macungie MS		508
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2024-03-19		
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.	Yes	

Building Name		Room #
Eyer MS		512
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-03-19		
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 #
Wescosville El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-19		
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 #
Macungie El Sch		218
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2024-03-19		
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.	Yes	

Building Name		Room #
Eyer MS		634
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2024-03-19		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Lower Macungie MS		610
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2024-03-19		
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 #
Macungie El Sch		222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 17 feet, 0 inches	391sqft	13
Implementation Date		
2024-03-19		
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 #
Wescosville El Sch		118
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2022-02-16		
Uploaded Files		

19Assurance Check

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

Building Name	Room #
Shoemaker El Sch	33
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-19		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Eyer MS		507
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2024-03-19		
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.	Yes	

Building Name		Room #
Jefferson El Sch		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-03-19		
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 #
Eyer MS	504

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 27 feet, 0 inches	837sqft	29
Implementation Date		
2024-03-19		
Uploaded Files		

23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Eyer MS		633
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2024-03-19		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Lower Macungie MS		419
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 4 inches x 20 feet, 0 inches	366sqft	13
Implementation Date		
2024-03-19		
Uploaded Files		

25Assurance Check

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

Building Name	Room #
----------------------	---------------

Lincoln El Sch		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 34 feet, 0 inches	612sqft	21
Implementation Date		
2024-02-19		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Willow Lane El Sch		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2024-03-19		
Uploaded Files		

27Assurance 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 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	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
Wescosville El Sch		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-19		
Uploaded Files		

28Assurance 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 #
Shoemaker El Sch		Library Office
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 28 feet, 9 inches	416sqft	14
Implementation Date		
2024-03-19		
Uploaded Files		

29Assurance 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 #
Eyer MS		525
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 22 feet, 0 inches	814sqft	29
Implementation Date		
2024-03-19		
Uploaded Files		

30 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 #
Wescosville El Sch		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 27 feet, 0 inches	594sqft	21
Implementation Date		
2024-03-19		
Uploaded Files		

31 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 #
Lower Macungie MS		416
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2024-03-19		
Uploaded Files		

32Assurance 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 #
Lower Macungie MS		511
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2024-03-19		

Uploaded Files

33 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 #
Alburtis El Sch		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-19		
Uploaded Files		

34 Assurance Check

Assurance Check	Yes	No
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	

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
--	-----	--

Building Name		Room #
Eyer MS		663
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 61 feet, 6 inches	1968sqft	70
Implementation Date		
2024-03-19		
Uploaded Files		

35Assurance 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 #
Alburtis El Sch		SGI 2 Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 10 feet, 0 inches	120sqft	4
Implementation Date		

2024-03-19
Uploaded Files

36 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 #
Lower Macungie MS		307-Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 22 feet, 0 inches	286sqft	10
Implementation Date		
2024-03-19		
Uploaded Files		

37 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 #
Eyer MS		624
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 15 feet, 0 inches	405sqft	14
Implementation Date		
2024-03-19		
Uploaded Files		

38Assurance 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 #
Lower Macungie MS		409
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
2024-03-19
Uploaded Files

39 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 #
Willow Lane El Sch		310
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2024-03-19		
Uploaded Files		

40 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 #
Alburtis El Sch		308
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

41Assurance 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 #
Lincoln El Sch		301
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2024-03-20		
Uploaded Files		

42Assurance 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 #
Lincoln El Sch		304
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 28 feet, 0 inches	560sqft	20
Implementation Date		
2024-03-20		
Uploaded Files		

43Assurance 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 #
Lincoln El Sch		202
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 28 feet, 0 inches	672sqft	24
Implementation Date		
2024-03-20		
Uploaded Files		

44Assurance 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 #
Macungie El Sch		205
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 24 feet, 0 inches	576sqft	20
Implementation Date		
2024-03-20		
Uploaded Files		

45Assurance 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 #
Macungie El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

46Assurance 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 #
Shoemaker El Sch		53
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

47Assurance 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 #
Shoemaker El Sch	54
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

48Assurance 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 #
Shoemaker El Sch		43
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

49Assurance 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 #
Shoemaker El Sch		44
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

[50Assurance 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 #
Wescosville El Sch	100

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 9 feet, 10 inches	167sqft	5
Implementation Date		
2024-03-20		
Uploaded Files		

51Assurance 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 #
Wescosville El Sch		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

52Assurance 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 #
Wescosville El Sch		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

53Assurance 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 #
----------------------	---------------

Wescosville El Sch		123
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

54Assurance 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 #
Wescosville El Sch		113 B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 3 inches x 11 feet, 6 inches	198sqft	7
Implementation Date		
2024-03-20		
Uploaded Files		

55 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 #
Wescosville El Sch		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2024-03-20		
Uploaded Files		

56 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 #
Willow Lane El Sch		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

57Assurance 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 #
Alburtis El Sch		IU Life Skills/202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

58 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 #
Lincoln El Sch		Speech Office
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 12 feet, 0 inches	192sqft	6
Implementation Date		
2024-03-20		
Uploaded Files		

59 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 #
Macungie El Sch		209 A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 14 feet, 0 inches	224sqft	8
Implementation Date		
2024-03-20		
Uploaded Files		

60Assurance 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 #
Emmaus 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
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
Implementation Date		
2024-03-20		

Uploaded Files

61 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 #
Emmaus HS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 23 feet, 0 inches	345sqft	12
Implementation Date		
2024-03-20		
Uploaded Files		

62 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 #
Emmaus HS		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 38 feet, 0 inches	684sqft	24
Implementation Date		
2024-03-20		
Uploaded Files		

63Assurance 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 #
Emmaus HS		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
Implementation Date		

2024-03-20
Uploaded Files

64 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 #
Emmaus HS		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 37 feet, 0 inches	703sqft	25
Implementation Date		
2024-03-20		
Uploaded Files		

65 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 #
Emmaus HS		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 18 feet, 0 inches	684sqft	24
Implementation Date		
2024-03-20		
Uploaded Files		

66Assurance 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 #
Emmaus HS		146
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 8 inches x 20 feet, 0 inches	693sqft	24

Implementation Date
2024-03-20
Uploaded Files

67Assurance 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 #
Emmaus HS		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 13 feet, 0 inches	338sqft	12
Implementation Date		
2024-03-20		
Uploaded Files		

68Assurance 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 #
Emmaus HS		208
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, 4 inches x 21 feet, 9 inches	529sqft	18
Implementation Date		
2024-03-20		
Uploaded Files		

69Assurance 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 #
Emmaus HS		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

70Assurance 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 #
Emmaus HS		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

71Assurance 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 #
Emmaus HS		222
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 17 feet, 0 inches	476sqft	17
Implementation Date		
2024-03-20		
Uploaded Files		

72Assurance 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 #
Emmaus HS	223
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
Implementation Date		
2024-03-20		
Uploaded Files		

73 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 #
Emmaus HS		230
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2024-03-20		
Uploaded Files		

74 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 #
Emmaus HS		238
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 27 feet, 0 inches	594sqft	21
Implementation Date		
2024-03-20		
Uploaded Files		

75Assurance 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 #
Emmaus HS	239
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2024-03-20		
Uploaded Files		

76Assurance 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 #
Emmaus HS		249
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 30 feet, 0 inches	570sqft	20
Implementation Date		
2024-03-20		
Uploaded Files		

77Assurance 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 #
Emmaus HS		264
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 8 inches x 22 feet, 4 inches	684sqft	24
Implementation Date		
2024-03-20		
Uploaded Files		

[78Assurance 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 #
Emmaus HS	306

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		
2024-03-20		
Uploaded Files		

79Assurance 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 #
Emmaus HS		319
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 6 inches	797sqft	28
Implementation Date		
2024-03-20		
Uploaded Files		

80Assurance 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

81Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Other	1	Secondary	District
Director of Pupil Services	1	Secondary	District
School Psychologist	5.5	Elementary	District
School Psychologist	3.5	Secondary	District
Guidance Counselor	8	Elementary	District
Guidance Counselor	15	Secondary	District
Paraprofessionals	88	Elementary	District
Paraprofessionals	65	Secondary	District
Social Worker	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Professional development sessions will provide intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Research-based practices and protocols established within the PaTTAN Autism Initiative ABA Supports will be taught. The focus will be on skills related to teaching students with autism and related developmental disorders. Training will involve participants demonstrating skills related to identifying the verbal operants and other ABA concepts, developing card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic data collection skills. Establishing instructional control and reducing problem behavior will also be discussed. Participants will be required to demonstrate acquisition of conceptual skills through brief oral assessments, participate in active responding and competency check skill demonstration of various teaching protocols.			
Lead Person/Position		Year of Training	
Supervisor		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit Other	Paraprofessionals Special Education Teachers

Description of Training			
ITT, Autism characteristics and how to work with them, prompting hierarchy and fading of prompts, how to encourage independence, AAC device, de-escalation techniques for Autistic students, working with gen ed teachers/as a liaison between gen ed and spec ed teachers, IA responsibilities (and non-responsibilities)			
Lead Person/Position		Year of Training	
Supervisor		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	District Intermediate Unit Other	Paraprofessionals
---	---	--	-------------------

Description of Training			
Higher level behavior training- IU TaC, online: AFIRM "line of inquiry" FBA training (for teachers to do for lower level behavior needs) PBSP creation, data sheet, fidelity check, evaluation of effectiveness training			
Lead Person/Position		Year of Training	
Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
FISH training (Eyer)- IU TaC, YouTube (Functional Independent Skills Handbook) Outline of annual schedule for FISH assessment, identifying priorities, identifying which students should use FISH, what's it look like to actually do this assessment and then translate results to an IEP			
Lead Person/Position		Year of Training	
Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
EFL training (EHS)- IU TaC (essentials for Living) Outline of annual schedule for EFL assessment, identifying priorities, identifying which students should use EFL, what's it look like to actually do this assessment and then translate results to an IEP			
Lead Person/Position		Year of Training	
Supervisor		2025	

Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
<p>Nonviolent Crisis Intervention (CPI) - This professional development session will provide information on Nonviolent Crisis Intervention. The focus will be on early intervention and nonphysical methods for preventing or managing disruptive behavior. Training will involve participants demonstrating skills related to identifying behaviors that could lead to a crisis, demonstrating how to most effectively respond to each behavior to prevent the situation from escalating, demonstrating how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent, demonstrating how to cope with own your own fear and anxiety and how to use CPI to avoid injury to all members involved if behavior becomes physical. Participants will have opportunities to practice, participate in situational applications, and take part in techniques and drills. (Six sessions per year: Two initial certification training sessions will be offered per year and four recertification training sessions will be offered per year)</p>			
Lead Person/Position		Year of Training	
East Penn/CPI Facilitators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
9	6	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Trauma Informed Practices			
Lead Person/Position		Year of Training	
Supervisors		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
The following training topics will be available: Paraeducators Roles and Responsibilities, Managing Challenging Behavior, Trauma Informed Practices and Inclusion Services.			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
The Indicator 13 Compliance Module Series is a training series developed by PaTTAN and Intermediate Unit Secondary Transition consultants in response to the accountability requirements under the Individuals with Disabilities Education Act (IDEA) of 2004, Part B State Performance Plans as it relates to secondary transition. The module series highlights effective practices in secondary transition. The series is designed to provide an overview of the seven areas required by Indicator 13 for compliant, secondary transition practices. Each module contains a pretest, PowerPoint presentation, effective practices Q&A discussion and a posttest. Participants are encouraged to view the Overview Module prior to completing any of the individual content modules.			
Lead Person/Position		Year of Training	
East Penn/Supervisors		2024 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Keys To Literacy			
Lead Person/Position		Year of Training	
Supervisor of Humanities		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	12	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Step by Step Literacy			
Lead Person/Position		Year of Training	
Supervisor of Humanities		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Engagement Sessions: Quarterly trainings focused on various topics including special education evaluations, breaking down the IEP, reading and math interventions, recognizing developmental delays, secondary transition, inclusionary practices, and autism.			
Lead Person/Position		Year of Training	
Director		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents

IEP Development

Description of Training			
Writing Legally Defensible IEPS			
Lead Person/Position		Year of Training	
Legal Counsel and Supervisors		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Special Education Teachers

Description of Training			
Goal Writing Workshop			
Lead Person/Position		Year of Training	
Supervisors		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Choosing Appropriate Specially Designed Instruction			
Lead Person/Position		Year of Training	
Supervisors		2024 2025 2026 2027	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Understanding FERPA and IDEA Law Pertaining to Behavior			
Lead Person/Position		Year of Training	
Legal Counsel		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Educator Obligations Under IDEA			
Lead Person/Position		Year of Training	
Legal Counsel		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date
2024-05-30

Uploaded Files

scan_jfreed_2024-04-30-09-51-16.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Kristen Campbell

Date

2024-05-30

