

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 767
School District Total Student Enrollment 4085
Percent of Students Receiving Special Education 18.8

Steering Committee

Name	Position/Role	Building	Email
David Argentati	Director of Special Education	Governor Mifflin SD	David.Argentati@gmsd.org
Trish Seifert	Director of Special Education	Governor Mifflin SD	trish.seifert@gmsd.org
Kate Costenbader	Director of Special Education	Governor Mifflin SD	Kate.costenbader@gmsd.org
Bill McKay	Superintendent	Governor Mifflin SD	Bill.mckay@gmsd.org
Chris Killinger	Director of Curriculum	Governor Mifflin SD	chris.killinger@gmsd.org
Melissa Paparella	Building Principal	Mifflin Park El Sch	melissa.paparella@gmsd.org
Brian Bell	Building Principal	Governor Mifflin SHS	brian.bell@gmsd.org
Erin Hulseley	Special Education Teacher	Intermediate Sch	erin.hulseley@gmsd.org
Deborah Pride	Special Education Teacher	Governor Mifflin MS	deborah.pride@gmsd.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

Corrective Action	Improvement and Planning Activities
Meet the SPP target for students with disabilities serviced in the regular education environment 80% or more of the day.	-Introduction of iReady Reading and Math at Middle School and High School as an intervention tool, transitioning from replacement courses to supplemental instruction in addition to regular education. - Development of Complete Special Education Manual -Department Meetings held at each building monthly to discuss procedures and protocols -Special Education Supervisors review all IEPs and provide feedback to casemanagers

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
---------------	-----	---------------	-----	------------------

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Supportive Concepts for Families	Group Home		Licensed Private Academic	0
Spectrum Community Services Group Home	Group Home		District	0
Child First Services - Tracy L Hood House	Group Home		District	2

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 § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. All students in the Governor Mifflin School District are educated in the least restrictive environment with a consideration to education in the general education classroom with the full array of supports and services available prior to considering a more restrictive environment. The students residing in our 1306 facilities are no exception, and placement in our neighborhood schools in our general education classrooms is always the first considered option. As part of the Best Interest Determination process, the Director of Pupil Services and/or Special Education Supervisor will ask questions and request copies of any special education paperwork, discipline records, and report cards in order to make the most informed recommendation for special education services.

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

The Director of Pupil Services, in conjunction with the Supervisors of Special Education, takes lead role for each of the students residing in the 1306 facilities in our district. When a student is placed, our Student Services office coordinates with the placing agency as well as the group home operational staff to ensure a timely registration process is completed and a Best Interest Determination is held without delay. The Director of Pupil Services attends BID meetings and coordinates with the guidance and administrative offices in each of our buildings to coordinate their transition into our schools. It is our goal to have a student enroll and begin in school with the Governor Mifflin within 5 days of our learning of their residence in the district. If the student residing in the 1306 facility requires special education services, our Special Education Supervisors also attend the BID meeting to ensure that the student's educational placement is appropriate and is coordinated as quickly as possible. In many cases, they communicate directly with an established Educational Decision Maker (EDM) to ensure that the district understands the student's educational needs and goals and to complete required paperwork. If the students attends one of our neighborhood schools, an IEP meeting will be held within 30 days of their start to establish the student as a Governor Mifflin

student. For students attending an out of district placement, our high school special education supervisor acts as their case manager and liaison to the district.

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).
Act 30 of 1997 amended the Public School Code by including Section 1306.2 to define the minimum level of education that must be provided to school-age individuals incarcerated in adult local correction institutions. Section 1306.2(e) expressly defines local correction institutions to include any jail, prison or detention facility operated by a county or jointly by more than one county or by a municipality. Section 1306.2 delineates between school-age individuals that have been charged with a criminal offense and those individuals that have been convicted of a criminal offense. The district upon notification of an incarcerated student, works jointly with the Berks County Intermediate Unit to coordinate educational services and serves as the primary line of communication with any juvenile correction institution, detention center, or adjudicated placement facility. Other such facilities outside the county boundaries contact the LEA's Special Education Office as needed to coordinate necessary educational services for students who are placed in their programs but reside in the LEA's district. Contact with the last known educational placement is made, and school records are requested to assist in programming. Any necessary evaluation or re-evaluation is performed as required by law and an appropriate program is developed and provided as per IDEA.

Least Restrictive Environment

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

Governor Mifflin School District educates students with IEPs in the Least Restrictive Environment to the maximum extent appropriate according to the individual needs of the student. IEP teams begin placement discussions with a consideration of educating students with special needs in the regular education classroom and the supplementary aids and services that are required to support the needs of the student in the regular education setting. Staff receive training on Least Restrictive Environment from a variety of resources and trainings including Bureau of Special Education, PaTTAN, IU, and through trainings with legal counsel. The District has taken a focused-approach to the idea of inclusion, due to data derived from the most recent SEDR report. The most recent report depicts areas of improvement within the least restrictive setting. The District has successfully addressed corrective actions for 80% or more within the LRE by creating scheduling changes that support students in the general education setting with push-in special education supports. Additionally, opportunities for including students within the general education environment have been targeted for our low incidence classrooms where students are engaged in community based instruction. Further, professional development was offered to staff to determine more accuracy with Penn Data calculation. School teams will benefit from increased time to meet through the child study process in the elementary, middle school, and high school levels to analyze data and plan for greater inclusion opportunities and practices for special education students in regular education classrooms. Co-teaching opportunities continue to be increased, expanding previously existing inclusion practices at the elementary and secondary levels. Continued co-teaching strategies for staff through specific training will benefit students within their least restrictive setting.

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

The District will be employing a full-time BCBA starting the 2022-2023 school year. Currently, Behavioral supports are supplied by the BCBA who works primarily as a consultant. The role of the BCBA is to help IEP and Child Study Teams to manage behaviors that affect a student's learning. They work with the team to provide a comprehensive approach to behavior management that includes evaluation, data collection, interventions and regular monitoring. In addition, a positive behavior support program provides support for all students. Each building provides the opportunity for students who may have issues with mental health, drugs, and/or alcohol avenues to access community agency supports through the Student Assistance Program (SAP). The district has also partnered with Malvern Behavioral Health School-based Outpatient Services to offer counseling services in the school setting by Master's level clinicians within the school, thereby increasing access to services. Furthermore, the District provides two school social workers who act as liaisons for the school and families in order to assist in accessing community resources for academic and social/emotional needs of students. The school social workers also provide a continuum of social/emotional supports for students across the middle and high school levels. At Mifflin Park and Governor Mifflin High School, the District provides therapeutic behavioral support for students to support the academic and social/emotional needs of students through the contracted Laurel Life program, which employs masters level clinicians, behavioral support staff, and a certified teacher.

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

Regular education teachers and special education teachers work collaboratively to plan for the individual needs of IEP students. The PDE Standards Aligned System is utilized to identify Essential Learning for students. Individual student's plans reflect the specific accommodations and supplementary services a student will require to achieve their highest potential. Governor Mifflin works closely with the Berks County Intermediate Unit assistive technology trainer in order to customize technology support for specific student needs. Training consultants through the Berks County Intermediate Unit and PaTTAN provide

support for teachers in the use of academic, behavior, and assistive technology strategies to further support the needs of students in the least restrictive environment. Intermediate Unit classes and training sessions provide additional support for teachers in the use of best practices.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Governor Mifflin School District utilizes supplementary aides and services to facilitate inclusion in the general education setting as much as appropriate for each individual student. These supports include but are not limited to: ENVIRONMENTAL NEEDS: Preferential seating, Planned seating, Altered physical room arrangement, Reduced and/or minimized distractions, Positive rules for use of space taught. LEVEL OF STAFF SUPPORT NEEDED: Consultation, Stop-in support, Part-time daily support, Team teaching (parallel, supportive, complimentary, or co-teaching), Daily in class staff support, Total staff support (staff are in close proximity), One-on-one assistant. SPECIALIZED PERSONNEL NEEDS: Health Care Assistant, Behavior Assistant, Signing Assistant, Nursing, Occupational Therapy, Physical Therapy, Speech and Language Therapist, Augmentative Communication Specialist, Transportation, Counseling, Adaptive Physical Education, Transition Planning, Orientation/Mobility, Career Counseling. SPECIALIZED EQUIPMENT NEEDS: Wheelchair, Walker, Braces, Computer Software, Modified keyboard, Switches, Utensils, Plates, Cups, Straws, Other mealtime equipment and/or material, Restroom equipment. PACING OF INSTRUCTION NEEDED: Vary activity often, Allow breaks, Omit assignments requiring copying in timed situations, Home set of materials for preview and/or review. PRESENTATION OF SUBJECT MATTER NEEDED: Model and/or experiential learning, Utilize specialized curriculum, Use American Sign Language and/or total communication, Provide prewritten notes, Present, demonstrate and/or model, Utilize manipulative, Emphasize critical information, Pre-teach vocabulary, Reduce the language level of the reading assignment, Use visual organizers and/or sequences, Use study carrels, Reduce seat time in class, Use study guides, Provide vocabulary lists Provide main idea summaries, Provide writing process aids, Use journals, Highlight reading material, Reword, rephrase instructions and/or questions. MATERIALS: Limit amount of material on a page, Tape texts and other class materials, Highlight texts and/or study guides, Use supplementary materials, Provide note-taking assistance, Copy class notes, Scan tests and class notes into a computer, Use large print, Braille material, Use communication book or board Provide assistive technology and software (e.g., Snap and Read, Co-writer) ASSIGNMENT MODIFICATION: Give directions in small distinct steps (written, picture and/or verbal), Use written back up for oral directions, Use pictures as supplement to oral directions, Lower difficulty level, Raise difficulty level, Shorten assignments, Reduce paper and pencil tasks, Give extra cues or prompts, Allow student to record or type assignment, Adapt worksheets and/or packets, Utilize compensatory procedures by providing alternate assignment and/or strategy when demands of class conflict with student capabilities, Ignore spelling errors and/or sloppy work, Ignore penmanship, Develop alternative rubrics. SELF MANAGEMENT and/or FOLLOW-THROUGH: Provide pictorial and/or word daily schedule, Provide student calendars, Check often for understanding and/or review, Request parent reinforcement, Have student repeat directions, Teach study skills, Use study sheets to organize material, Design, write, or use long-term assignments timelines, Review and practice in real situations, Plan for generalizations, Teach skill in several settings and/or environments. TESTING ADAPTATIONS: Provide oral instructions and/or read test questions, Use pictorial instructions/questions, Read test to student, Preview language of test questions, Ask questions that have applications in real setting, Specialized staff administration of test, Use short answer, Use multiple choice, Modify format Shorten length, Extend time frame, Use open note/open-book tests. SOCIAL INTERACTION SUPPORT NEEDED: Use peer advocacy, Provide circle of friends. Institute peer tutoring, Structure activities to create opportunities for social interaction, Focus on social process rather than activity/end product, Structure shared experiences in school/ extracurricular, Use cooperative group learning, Use multiple/rotating peers, Teach friendship skills/sharing/negotiation, Teach social communication skills.
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?
Students placed within private institutions are afforded the ability to participate with non-disabled children in extracurricular activities, such as sports.

Students of graduation age are afforded the opportunity to participate in district commencement ceremonies and events. High school aged students are also able to participate in the prom. On occasion, out of district students are able to participate in extended school year services, if eligible. Lastly, the district facilitates connections between district social workers and mental health providers to build comprehensive supports for students and families.

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

The District is continuing to build a continuum of services K-12 within the low incidence programs, such as Life Skills, Emotional Support, and Autistic Support. The emotional support students' needs will be supported through multiple tiers of service in order to maximize learning and behavioral growth. Additionally, the District has provided student supports with mental health and behavioral needs through the Laurel Life programs in Mifflin Park and Governor Mifflin High School.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Buxmont CSF	Licensed Private Academic		Buxmont Academy	Emotional Support	1
Capstone Academy	Licensed Private Academic		Capstone	Autistic Support	2
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	9
Childrens Home of Reading	Licensed Private Academic		CHOR	Life Skills Support	2
Cottage Seven Academy	Licensed Private Academic		Cottage Seven Academy	Emotional Support	9
Devereux	Approved Private School (APS)		Devereux Behavioral Health	Autistic Support	4
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	5
John Paul II Center	Licensed Private Academic		John Paul II Learning Center	Life Skills Support	3

Malvern Academy	Licensed Private Academic		Progressions School	Emotional Support	3
New Story: New Holland	Licensed Private Academic		New Story Schools	Autistic Support	3
New Story: Wyomissing	Licensed Private Academic		New Story Schools	Autistic Support	4
Opportunities School	Licensed Private Academic		Elywyn	Emotional Support	4
Pediatric Specialty Care	Other	Nursing care facility	School District of Lancaster	Multiple Disabilities Support	1
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	2
Pressley Ridge School for Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	1
PAL Program	Other	Preparation for Adult Living programming	Berks County Intermediate Unit #14	Life Skills Support	2
Project Search	Other	Vocational Training programming	Berks County Intermediate Unit #14	Learning Support	1

Positive Behavior Support

Date of Approval

2021-10-18

Uploaded Files

113.2.pdf

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

The district prioritizes wellness for each and every child, student, educator, staff and provider. It is our goal to enhance Mental Health Awareness, reduce the stigma and other barriers to access the services our students' need. GMSD Implements a continuum of Evidence-Based Prevention Practices.

Implementing evidence-based practices within a Multi-Tiered Systems of Support (MTSS) framework provides an effective organizing structure for our schools, programs and district. MTSS supports each student's educational, social, emotional, and behavioral needs. The district has established an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Supports for all. The use of data for decision making to promote equitable implementation and outcomes. This is done by regularly collecting, analyzing and acting on data to support the mental health needs of all students and staff. The school District is staffed with trained professionals to deliver and provide evidence-based and therapeutic interventions addressing Social and Emotional Learning. -Delivery of Social Skills/Social Thinking and Executive Functioning -Social Worker -Guidance Counselor/SAP -BCBA

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.

-Training in the following topics will be delivered by the district BCBA, Special Education supervisors, building administrators as well as trained staff. - Functions of behavior -Basics of ABA -Everyday Behavioral Tools: Classroom management -Antecedent Interventions and Strategies -Teaching Replacement Behaviors -Consequence strategies (Reinforcement) -Data Collection/Analysis -Safety Care -School Based BCBA to deliver training, consultation, development of FBA's/PBSP, Behavioral Skills Training, Team meetings involving students with behavioral/Social-Emotional Needs as well as whole school/district program development to better serve our students. -SAP training

3. Describe the district positive school wide support programs.

Behavior support will come via professional development in Positive Behavior Interventions and Supports (PBIS), Interventions, Strategies and Evidence Based practices established on the principles of Applied Behavior Analysis (ABA) as well as Responsive Classrooms. Classrooms in our Elementary and Intermediate Schools have piloted responsive classrooms and that will continue to be implemented. Our Middle School and High School incorporate some components of PBIS and that will continue to be developed at their level. The district will continue to move forward using comprehensive, multifaceted, and cohesive efforts to address barriers to learning and teaching and promote healthy development. GMSD will promote areas of a school wide positive behavior intervention support. Those five broad areas of competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-Awareness: recognizing and understanding one's own strengths and limitations, emotions, thoughts, and values with a "growth mindset." Self-Management: how one sets and works towards goals, manages stress, motivates oneself, and regulates emotions. Social Awareness: empathizing with and respecting others, understanding social norms, and appreciating diversity. Relationship Skills: the ability to make and

maintain healthy relationships with others, communicate with others, handle conflict, and ask for help. Responsible Decision-Making: safe, constructive problem solving with an understanding of consequences and respect for others. The district will continue to model a school environment where team building and problem solving skills are expected, taught, and reinforced. The school wide-positive behavior approach considers multiple points of support: Individual Student: intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions. Classroom: expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning. School-wide: behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support. District: specialized behavioral supports, organizational leadership, and implementation resources that as a unity serves as the foundation for effective implementation

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

Each building in our district is equipped with a trained SAP team. The Student Assistance Program (SAP) is here to help you access school and community resources to further support your child. Every building, from the elementary schools to the high school, at Governor Mifflin has a SAP team. The SAP Team is made up of school and community agency staff. Specifically, the SAP team is comprised of: Administrators Guidance counselors Teachers School nurse BCBA Community agency representatives SAP Coordinator from Caron Treatment Centers SAP The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and students.

5. Describe the district restraint procedure.

The district follows guidelines for restraint procedures using the guidance as defined and outlined in the Pennsylvania special education regulations, Chapters 14 and 711. The district follows the guidance of Safety Care whereby it is deemed a measure of last resort and may be used only in an educational program after less restrictive measures, including de-escalation techniques, have been used by personnel. The use of physical restraints is limited to controlling acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. Restraints are not to be used for punishment or incidents of non-compliance that do not pose a clear and present threat of harm to the student or others. The LEA must notify the parent(s) of the use of a restraint and must schedule an IEP meeting within 10 school days of the use of a restraint. Further, the IEP should seek to consider the need for updated or revised functional behavior assessment and positive behavior plans, reevaluation, or a change in placement to address the inappropriate behavior. A parent(s) may agree in writing to waive the post-restraint IEP meeting.

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 LEA has not utilized Intensive Interagency services, nor does it have any students of concern who are awaiting placement due to extensive needs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
032	Secondary	Full-time (1.0)	05/26/2022 01:48 PM

Building Name		
Governor Mifflin MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
031	Elementary	Full-time (1.0)	05/26/2022 01:46 PM

Building Name		
Intermediate Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
030	Elementary	Full-time (1.0)	05/26/2022 01:43 PM

Building Name		
Cumru El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
029	Elementary	Full-time (1.0)	05/26/2022 01:40 PM

Building Name		
Mifflin Park El Sch		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
028	Elementary	Full-time (1.0)	05/26/2022 01:41 PM

Building Name		
Brecknock El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
027	Secondary	Full-time (1.0)	06/27/2022 02:28 PM

Building Name		
Governor Mifflin MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Governor Mifflin MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
026	Secondary	Full-time (1.0)	05/26/2022 01:32 PM

Building Name		
Governor Mifflin MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.33

Building Name		
Governor Mifflin MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
025	Secondary	Full-time (1.0)	05/26/2022 01:30 PM

Building Name		
Governor Mifflin MS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
024	Secondary	Full-time (1.0)	05/26/2022 01:29 PM

Building Name		
Governor Mifflin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Governor Mifflin MS		
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	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
023	Secondary	Full-time (1.0)	05/26/2022 01:27 PM

Building Name		
Governor Mifflin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Governor Mifflin MS		
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	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
022	Secondary	Full-time (1.0)	05/26/2022 01:23 PM

Building Name		
Governor Mifflin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.28

Building Name		
Governor Mifflin 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
021	Secondary	Full-time (1.0)	05/26/2022 01:21 PM

Building Name		
Governor Mifflin 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	12 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Governor Mifflin 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
020	Secondary	Full-time (1.0)	05/26/2022 01:19 PM

Building Name		
Governor Mifflin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Governor Mifflin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
019	Elementary	Full-time (1.0)	05/26/2022 01:15 PM

Building Name		
Intermediate Sch		
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	Elementary	10 to 12
Age Range Justification		FTE %
		0.26

Building Name		
Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Intermediate Sch		
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	Elementary	10 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
018	Elementary	Full-time (1.0)	05/26/2022 01:11 PM

Building Name		
Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.35

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

017	Elementary	Full-time (1.0)	05/26/2022 01:09 PM
-----	------------	-----------------	---------------------

Building Name		
Intermediate Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
016	Elementary	Full-time (1.0)	05/26/2022 01:07 PM

Building Name		
Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

Age Range Justification	FTE %
	0.35

Building Name		
Intermediate 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
Intermediate Unit	Elementary	10 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
015	Elementary	Full-time (1.0)	05/26/2022 01:04 PM

Building Name		
Intermediate 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

Building Name		
Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	05/26/2022 01:02 PM

Building Name		
Intermediate 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	10 to 12
Age Range Justification		FTE %
		0.26

Building Name		
Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
013	Elementary	Full-time (1.0)	05/26/2022 12:57 PM

Building Name		
Intermediate 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	10 to 12
Age Range Justification		FTE %
		0.24

Building Name		
Intermediate 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	10 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
012	Elementary	Full-time (1.0)	05/26/2022 12:55 PM

Building Name		
Cumru 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	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
011	Elementary	Full-time (1.0)	05/26/2022 12:54 PM

Building Name		
Cumru 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	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Cumru 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	6 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Cumru 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	6 to 8
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
010	Elementary	Full-time (1.0)	05/26/2022 12:51 PM

Building Name		
Cumru El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
009	Elementary	Full-time (1.0)	06/20/2022 12:09 AM

Building Name		
Cumru El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.05

Building Name		
Cumru El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
008	Elementary	Full-time (1.0)	05/26/2022 12:47 PM

Building Name
Cumru El Sch

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	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

Building Name		
Cumru 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
007	Elementary	Full-time (1.0)	05/26/2022 12:44 PM

Building Name		
Cumru El Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.4

Building Name		
Cumru 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 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
118	Secondary	Full-time (1.0)	05/26/2022 12:47 PM

Building Name		
Governor Mifflin SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
006	Elementary	Full-time (1.0)	05/26/2022 12:37 PM

Building Name		
Mifflin Park El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age range exceeds range due to regular education placements		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
005	Elementary	Full-time (1.0)	05/26/2022 12:32 PM

Building Name

Mifflin Park 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		
Mifflin Park El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Mifflin Park 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
004	Elementary	Full-time (1.0)	05/26/2022 12:25 PM

Building Name		
Mifflin Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.65

Building Name		
Mifflin Park 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 10
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
003	Elementary	Full-time (1.0)	05/26/2022 12:21 PM

Building Name		
Brecknock El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.8

Building Name		
Brecknock 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 10
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
117	Secondary	Full-time (1.0)	05/26/2022 12:17 PM

Building Name		
Governor Mifflin SHS		
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	14 to 20
Age Range Justification		FTE %
age range exceeded due to regular education placement		0.32

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
age range exceeded due to regular education placement		0.04

Building Name		
Governor Mifflin SHS		
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 20
Age Range Justification		FTE %
age range exceeded due to regular education placement		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
116	Secondary	Full-time (1.0)	05/26/2022 12:17 PM

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Governor Mifflin SHS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic 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 18
Age Range Justification		FTE %
		0.62

Building Name		
Governor Mifflin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
115	Secondary	Full-time (1.0)	05/26/2022 12:17 PM

Building Name	
Governor Mifflin SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.35

Building Name		
Governor Mifflin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.13

Building Name		
Governor Mifflin SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
114	Secondary	Full-time (1.0)	05/26/2022 12:16 PM

Building Name		
Governor Mifflin SHS		
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 19
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.34

Building Name		
Governor Mifflin SHS		
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	14 to 19
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.12

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.02

Building Name		
Governor Mifflin SHS		
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 19
Age Range Justification		FTE %
exceeds the age range due to regular education placement		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
113	Secondary	Full-time (1.0)	05/26/2022 12:16 PM

Building Name	
Governor Mifflin SHS	
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	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 18
Age Range Justification		FTE %
		0.3

Building Name		
Governor Mifflin SHS		
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 18
Age Range Justification		FTE %
		0.02

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
112	Secondary	Full-time (1.0)	08/08/2022 09:03 AM

Building Name		
Governor Mifflin SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
age range exceeded due to regular education		0.08

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
age range exceeded due to regular education		0.04

Building Name		
Governor Mifflin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
age range exceeded due to regular education		0.08

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
age range exceeded due to regular education		0.12

Building Name

Governor Mifflin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age range exceeded due to regular education		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
111	Secondary	Full-time (1.0)	05/26/2022 12:15 PM

Building Name		
Governor Mifflin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
exceeds age range due to regular education placement		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
110	Secondary	Full-time (1.0)	05/26/2022 12:14 PM

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Governor Mifflin SHS		
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 18
Age Range Justification		FTE %
		0.25

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
109	Secondary	Full-time (1.0)	08/08/2022 09:13 AM

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.36

Building Name		
Governor Mifflin SHS		
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 18
Age Range Justification		FTE %
		0.25

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
108	Secondary	Full-time (1.0)	05/26/2022 12:13 PM

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Governor Mifflin SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Governor Mifflin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
107	Secondary	Full-time (1.0)	05/26/2022 12:13 PM

Building Name		
Governor Mifflin SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

Building Name		
Governor Mifflin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
106	Secondary	Part-time (0.5)	05/26/2022 12:12 PM

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
105	Secondary	Full-time (1.0)	05/26/2022 12:12 PM

Building Name		
Governor Mifflin SHS		
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	14 to 18
Age Range Justification		FTE %

	0.38
--	------

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
104	Secondary	Full-time (1.0)	05/26/2022 12:12 PM

Building Name		
Governor Mifflin SHS		
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		
Governor Mifflin SHS		
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
103	Secondary	Full-time (1.0)	05/26/2022 12:11 PM

Building Name		
Governor Mifflin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

Building Name		
Governor Mifflin SHS		

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
002	Elementary	Full-time (1.0)	08/08/2022 09:04 AM

Building Name		
Brecknock El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age range exceeds 3 year span due to regular education placement		0.34

Building Name		
Brecknock 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	7 to 9
Age Range Justification		FTE %
Age range exceeds 3 year span due to regular education placement		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
001	Elementary	Full-time (1.0)	05/10/2022 01:55 PM

Building Name		
Brecknock El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.28

Building Name		
Brecknock 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	6 to 7
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Governor Mifflin SHS		116A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 6 inches x 28 feet, 0 inches	434sqft	15
Implementation Date		
2022-05-26		
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	

Building Name		Room #
Governor Mifflin SHS		246
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 30 feet, 0 inches	930sqft	33
Implementation Date		
2022-06-14		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Governor Mifflin SHS		16
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 6 inches x 16 feet, 6 inches	288sqft	10
Implementation Date		
2022-06-14		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Governor Mifflin SHS		121
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		18
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 6 inches x 16 feet, 6 inches	140sqft	5
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SD		128
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
60 feet, 0 inches x 44 feet, 0 inches	2640sqft	94
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		152
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		110
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 10 inches x 22 feet, 0 inches	414sqft	14
Implementation Date		
2022-06-14		
Uploaded Files		

--

8 Assurance Check

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

Building Name		Room #
Governor Mifflin SHS		101
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 8 inches	652sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

9 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	

Building Name		Room #
Governor Mifflin SHS		128A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 8 inches	586sqft	20
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		116
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 6 inches x 28 feet, 0 inches	434sqft	15
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		112
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		153
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Governor Mifflin SHS		110A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 10 inches x 22 feet, 0 inches	414sqft	14
Implementation Date		
2022-06-14		
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	

Building Name		Room #
Cumru El Sch		24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 21 feet, 0 inches	451sqft	16
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Cumru El Sch		44
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Cumru El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 35 feet, 0 inches	962sqft	34
Implementation Date		
2022-06-20		
Uploaded Files		

--

17 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	

Building Name		Room #
Cumru El Sch		14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 37 feet, 0 inches	925sqft	33
Implementation Date		
2022-06-20		
Uploaded Files		

18 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	

Building Name		Room #
Cumru El Sch		36
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 41 feet, 0 inches	1025sqft	36
Implementation Date		
2022-06-20		
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 class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Cumru El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2022-06-20		
Uploaded Files		

--

20 Assurance Check

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

Building Name		Room #
Cumru El Sch		26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 16 feet, 0 inches	344sqft	12
Implementation Date		
2022-06-20		
Uploaded Files		

21 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	

Building Name		Room #
Brecknock El Sch		185
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 6 inches	822sqft	29
Implementation Date		
2022-06-20		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Brecknock El Sch		186
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 6 inches	822sqft	29
Implementation Date		
2022-06-20		
Uploaded Files		

--

23 Assurance Check

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

Building Name		Room #
Brecknock El Sch		177
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 6 inches	822sqft	29
Implementation Date		
2022-06-20		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Brecknock El Sch		191
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Mifflin Park El Sch		211
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 6 inches	833sqft	29
Implementation Date		
2022-06-20		
Uploaded Files		

--

26 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	

Building Name		Room #
Mifflin Park El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-20		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Mifflin Park El Sch		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Mifflin Park El Sch		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 18 feet, 0 inches	288sqft	10
Implementation Date		
2022-06-20		
Uploaded Files		

--

29 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	

Building Name		Room #
Intermediate Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Intermediate Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Intermediate Sch		248
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2022-06-20		
Uploaded Files		

--

32 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	

Building Name		Room #
Intermediate Sch		248
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Intermediate Sch		238
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
Implementation Date		
2022-06-20		
Uploaded Files		

34 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	

Building Name		Room #
Intermediate Sch		240
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2022-06-20		
Uploaded Files		

--

35 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	

Building Name		Room #
Intermediate Sch		262
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 23 feet, 0 inches	322sqft	11
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Governor Mifflin MS		127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Governor Mifflin MS		204
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 26 feet, 0 inches	819sqft	29
Implementation Date		
2022-06-20		
Uploaded Files		

--

38 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	

Building Name		Room #
Governor Mifflin MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2022-06-20		
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	

Building Name		Room #
Governor Mifflin MS		124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2022-06-20		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Governor Mifflin SHS		208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-22		
Uploaded Files		

--

41 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	

Building Name		Room #
Governor Mifflin MS		102
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-30		
Uploaded Files		

42 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	

Building Name		Room #
Governor Mifflin MS		127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-06-30		
Uploaded Files		

43 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	

Building Name		Room #
Governor Mifflin MS		204
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 26 feet, 0 inches	819sqft	29
Implementation Date		
2022-06-30		
Uploaded Files		

--

44 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	

Building Name		Room #
Governor Mifflin MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2022-06-30		
Uploaded Files		

45 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	

Building Name		Room #
Governor Mifflin MS		130
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
Implementation Date		
2022-06-30		
Uploaded Files		

46 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	

Building Name		Room #
Governor Mifflin MS		231
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-30		
Uploaded Files		

--

47 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	

Building Name		Room #
Governor Mifflin MS		123
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2022-06-30		
Uploaded Files		

48 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	

Building Name		Room #
Governor Mifflin MS		232
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 12 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-30		
Uploaded Files		

49 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	

Building Name		Room #
Intermediate Sch		246
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-06-30		
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	

Special Education Support Services

51Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Special Education	1	Secondary	District
Transition Coordinator	1	Secondary	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Social Worker	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	1	Elementary	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Elementary	District
Director of Pupil Services	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	1	Elementary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	65	District Wide	District
Paraprofessionals	3	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Curriculum Development for Autistic Support Programs: As part of the ongoing curriculum development work for Autistic Support programming, IU TaC support will provide professional development services and ongoing consultation on the Unique Learning Systems/News2You curriculum resources to support instruction of students with autism.			
Lead Person/Position		Year of Training	
Kate Costenbader/Special Education Supervisor		1	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Parents Special Education Teachers

Description of Training			
Assistive Technology Consultation: In coordination with the BCIU Assistive Technology TaC, autistic support teachers and speech language pathologists who service autistic support populations, in providing adequate and appropriate communication support and technology support for students.			
Lead Person/Position		Year of Training	
Kate Costenbader/Supervisor of Placement		1-3	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Special Education Teachers Other

Positive Behavior Support

Description of Training			
FBA and PBSP Plan Training: Ideology and Procedures In a stand and deliver model, the district BCBA will review rationale and procedures for completing an FBA. Training will include accurate data keeping and compliance measures as well as the support available for case managers through consultation with BCBA.			
Lead Person/Position		Year of Training	
Erin Hulsey/District BCBA		2	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	Parents Special Education Teachers Other
---	---	----------	------------------------------------------------

Description of Training			
FBA/PBSP Supported Completion: Using a gradual release model, the district BCBA will work individually and/or in small groups with case managers who are completing a FBA/PBSP process. The BCBA will guide them through the process and provide ongoing consultation, support, and feedback. By the end of the third year, every case manager will have completed a FBA/PBSP under the direction of the BCBA.			
Lead Person/Position		Year of Training	
Erin Hulsey/District BCBA		2-3	
Hours Per Training	Number of Sessions	Provider	Audience
4	1 per casemanager	District	Special Education Teachers

Description of Training			
Safety Care Crisis Management Training - Initial: Trained Safety Care Trainers, employed by the LEA, will facilitate one initial training session per year for professional and administrative staff in need of training. Training components include behavior basics, environmental planning, verbal reinforcement and de-escalation, physical safety, physical management, and aftermath planning.			
Lead Person/Position		Year of Training	
Trish Seifert/Special Education Supervisor and Erin Hulsey/District BCBA		1-3	
Hours Per Training	Number of Sessions	Provider	Audience
12	1 per year	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Safety Care Crisis Management Training - Recertification: Trained Safety Care Trainers, employed by the LEA, will facilitate up to four recertification training sessions per year for professional and administrative staff in need of training. Training components include behavior basics, environmental planning, verbal reinforcement and de-escalation, physical safety, physical management, and aftermath planning.			
Lead Person/Position		Year of Training	

Trish Seifert/Special Education Supervisor, Erin Hulse/District BCBA		1-3	
Hours Per Training	Number of Sessions	Provider	Audience
6	up to 4	District	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Highly Qualified Training: Paraprofessionals in their first full year of employment will undergo a rigorous training program consisting of online training modules, observation and portfolio evidence compilation, and a mid and end of year interview with the special education supervisor			
Lead Person/Position		Year of Training	
Trish Seifert/Special Education Supervisor		1-3	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District	Paraprofessionals

Description of Training			
Safety Care De-escalation: Paraprofessionals will be offered the opportunity to participate in an annual Safety Care certification course consisting of Chapters 1-4 of the curriculum. They will gain behavior basics, verbal reinforcement and de-escalation, and physical safety techniques.			
Lead Person/Position		Year of Training	
Trish Seifert/Special Education Supervisor, Erin Hulse/District BCBA		1-3	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District	Paraprofessionals

Transition

Description of Training

Legally Compliant Transition Planning: In a session facilitated by legal counsel, participants will learn about legally compliant documentation of transition services and goals and will self-reflect on current practices through a file review of current caseload students.			
Lead Person/Position		Year of Training	
Kate Costenbader/Special Education Supervisor		1	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Transition Planning and Work Place Readiness: In a series of facilitated department meetings and planning sessions, the Transition Coordinator and Special Education Supervisor will lead secondary staff in best practices for tying IEP goal development for relevant and rigorous transition planning, to include work opportunities and internships, which will best support students' post-secondary plans.			
Lead Person/Position		Year of Training	
Kate Costenbader/Special Education Supervisor, Troy Murphy/Transition Coordinator		2-3	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Building Administrators Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
Orton Gillingham Training: Special Education Teachers will undergo formalized training and/or certification routes in an Orton Gillingham methodology to intervene with struggling readers who have identified learning disabilities and/or whom have struggled to make progress in the general education curriculum.			
Lead Person/Position		Year of Training	
Trish Seifert/Supervisor of Special Education		2	
Hours Per Training	Number of Sessions	Provider	Audience
7	5+	Other	Special Education Teachers

Parent Training

Description of Training			
Prevention Resources for Parents: An informational session on vaping and cannabis use, including prevention strategies, current drug trends, and tips for talking to children about staying safe.			
Lead Person/Position			Year of Training
Dave Argentati/Director of Pupil Services			1
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
: The LEA partnered with the Caron Foundation to bring this in-person presentation to discuss relevant, up-to-date information on vaping, cannabis, current drug trends, and effective ways to talk to children about substance use.			
Lead Person/Position			Year of Training
Dave Argentati, Director of Pupil Services			1
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
Facilitated Conversation on Selected Topics with the Supervisors of Special Education Lead Person/Position: Trish Seifert and Kate Costenbader, Supervisors of Special Education			
Lead Person/Position			Year of Training
Trish Seifert and Kate Costenbader, Supervisors of Special Education			2-3
Hours Per Training	Number of Sessions	Provider	Audience
1.5	6	District	Parents

IEP Development

Description of Training			
Procedures and Protocols: Case managers will meet with supervisors to review changes in legal and best practice, to review internal protocols, and to discuss learnings of case law and legal cases from the previous year's cases.			
Lead Person/Position		Year of Training	
Trish Seifert/Special Education Supervisor and Kate Costenbader/Special Education Supervisor		2	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Special Education Teachers

Description of Training			
Procedures and Protocols: Case managers will meet with supervisors to review changes in legal and best practice, to review internal protocols, and to discuss learnings of case law and legal cases from the previous year's cases.			
Lead Person/Position		Year of Training	
Trish Seifert/Special Education Supervisor and Kate Costenbader/Special Education Supervisor		3	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-07-27

Uploaded Files

Ulrich w Signature.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

William McKay

Date

2022-10-05

