

Profile and Plan Essentials

LEA Name		AUN
Upper Perkiomen SD		123468603
Address 1		
2229 East Buck Rd Suite 1		
Address 2		
City	State	Zip
Pennsburg	PA	18073
Director of Special Education Name		
Carol Giblin		
Director of Special Education Email		
cgiblin@upsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
215-679-7961		2468
Chief Administrator Name		
Dr Allyn J Roche		
Chief Administrator Email		
aroche@upsd.org		

Special Education Students

Total Number of Students Receiving Special Education 513

School District Total Student Enrollment 3183

Percent of Students Receiving Special Education 16.1

Steering Committee

Name	Position/Role	Building	Email
Carol Giblin	Director of Special Education	Upper Perkiomen SD	cgiblin@upsd.org
Amy Coyle	Other	Upper Perkiomen SD	acoyle@upsd.org
Andrea Farina	Other	Upper Perkiomen SD	afarina@upsd.org
Allison Stephens	Building Principal	Marlborough El Sch	astephens@upsd.org
Chris Siegfried	Building Principal	Upper Perkiomen HS	csiegfried@upsd.org
Sarah Rothermel	Parent	Upper Perkiomen SD	srothermel@upsd.org
Missy Teller	Other	Upper Perkiomen 4th and 5th Grade Center	mteller@upsd.org
Vaune Klepac	Special Education Teacher	Marlborough El Sch	vklepac@upsd.org
Shane Thrush	Special Education Teacher	Upper Perkiomen HS	sthrush@upsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The educational rights of students who are residing in a children's institution, whose parents are not residents of the school district in which the institution is located are set out in the PA Public School Code under 24 P.S. § 13-1306, and those students are referred to as 1306 students. The District may serve as the LEA for 1306 students. As the LEA for 1306 students, the Upper Perkiomen School District will oversee and ensure students with disabilities are educated within the least restrictive environment. This may be within the local public school setting, receiving special education supports and services, and participating with students in both the general education setting and the special education setting with supports, where each student has the ability to make growth and progress. The District will ensure that these students receive a free appropriate public education (FAPE) within the student's least restrictive environment. Students receiving special education services within the public school setting will be assigned a case manager, and the IEP team will develop the IEP draft, hold the team meeting, and finalize and implement the IEP. Reevaluations will follow required timelines and completed as a review of records or include updated testing and assessments. The student will receive special education instruction, interventions, specially designed instruction, and related services, based on individual student needs identified through data from evaluation or reevaluation reports, and any additional documentation. For students in need of a higher level of support and service, the LEA will continue to support and work with those students, overseeing each student continues to be serviced within the least restrictive environment. This may entail students being placed within the local public school or receive instruction through a higher level placement at an alternative setting. The LEA ensures all special education teachers supporting 1306 students are certified in special education with current certification. As the LEA for 1306 students, the Upper Perkiomen School District is responsible for Child Find obligations. In compliance with state and federal law, the Upper Perkiomen School District conducts ongoing identification activities as part of its school program for the purpose of identifying children with disabilities who may be in need of special education and related services. In compliance with the state and federal law, the District provides to each protected individual without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities to the maximum extent appropriate to the student's disabilities. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or the institution where the student resides. Each student is provided with FAPE. No barriers will exist or interfere with the district's ability to meet its obligation under Section 1306 of the Public-School Code.

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

The special education department, counseling, and behavioral support staff will assist and work with personnel from the corresponding program or placement to develop a plan that addresses essential supports necessary for a successful transition back into the public school setting. To support student transitions and return to the local public school, an IEP team meeting will be scheduled to discuss student growth, progress and continued needs while the student is attending placement. The IEP team will develop a transition plan, starting while the student is still attending program placement. This will allow the student to visit the public school setting prior to the return date. A determination would be made by the IEP team on the need to conduct updated

testing through the reevaluation process. The LEA will hold an IEP team meeting within 30 days of the student returning, updating present levels in the areas of academic and functional performance, updating student goals and specially designed instruction through completion of an updated IEP.

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).**

Upon notification of incarcerated students eligible for special education services, the LEA will coordinate with the detention center so that the Individualized Education Plan (IEP) is maintained and current. The LEA participates in all IEP annual meetings and works to assist the Reevaluation Report completion. The LEA will also coordinate with the Montgomery County Intermediate Unit and parole officer for students who are released from incarceration to transition the student back to the school district, upon recommendation. At times the student may be placed in an alternative education facility, at which time the LEA coordinates with the assigned program to ensure FAPE is delivered and the IEP is compliant.

Least Restrictive Environment

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

UPPER PERKIOMEN SCHOOL DISTRICT SPP DATA, EDUCATIONAL ENVIRONMENT, Indicator 5: SPP Data Report from 2021 - 2022 & Areas of Improvement & Progress: For "Special Education Inside Regular Classroom 80% or More", the Upper Perkiomen School District had achieved 67.9% and met the expected target of 61.5% and performed better than the state average of 61.8%. For "Special Education Inside Regular Classroom less than 40%", the Upper Perkiomen School District had achieved 4.2% and met the expected target of 9.6%, and performed better than the state average of 9.9%. For Special Education Students in Other Settings, the Upper Perkiomen School District, over the 2021 - 2022 school year, had 5.3% of students attend outside programs. The district continues its efforts to work and support all students placed in out of district programs, leading to a smooth transition and return to district for these students, working to continue improvements in the area of Least Restrictive Environment. The Upper Perkiomen School District (UPSD) offers a full continuum of services for most students identified in need of special education services. UPSD complies with federal and state mandates regarding Child Find and the special education process. The Individuals with Disabilities Education Act of 2004 (IDEA) requires: 1. That to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are non-disabled. 2. That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory. The Upper Perkiomen School District implements a whole team approach when considering initial and change in placements for students with disabilities, always beginning with the student's neighborhood school. The IEP team consistently looks at supplemental aids and services to assist students in the LRE. When the IEP team determines that a student is in need of a more restrictive environment to ensure meaningful education progress, other programs outside of the home school and district are considered. These programs may include IU specialized programs, approved private schools, or other private placements. The director and supervisor of special education work closely with the IEP team throughout the process and remain involved, as the LEA, to ensure the student is placed in the agreed upon placement. If a student is placed in an out of district placement, the LEA consistently reviews student growth and progress, looking to have each student return to the home school if appropriate.

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 Upper Perkiomen School District implements a Multi-Tiered System of Supports (MTSS) at all buildings, grades K - 12. Elementary schools utilize a daily block to address reading, writing, and math. The middle school and high school implement a daily period throughout the school day to address math, language arts, science, social studies, and specific skills in the areas of reading and writing. Researched based reading and math interventions are provided during this scheduled block of time, allowing for less time out of the general education classroom setting. The staff has and will continue to participate in professional development on MTSS and the process, including tiered supports and interventions, data analysis and documentation, data teams, differentiation, fluid grouping, etc. The Upper Perkiomen School District implements the School-wide Positive Behavior Interventions and Support program (SWPBIS), grades K through 5. SWPBIS focuses on research based behavioral and instructional principles, and recognizes and builds upon the strengths of the school. SWPBIS is a data-driven decision making program, with an emphasis on being proactive and working toward a positive school climate. It focuses on preventing problem behavior and encouraging prosocial behavior, with the ultimate goal of academic, behavioral, and social achievement for all students. The Upper Perkiomen School District implements Second Step, a social-emotional learning program for students K - 5 and middle school students to assist with social/emotional needs. The focus for all students through the program is overall academic success, development of a growth mindset, strategies to help others, learning perspective-taking, and to develop effective listening skills. Second Step is a classroom-based social skills program developed for

students, with specific curriculum developed for each grade level. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. The school district implemented another social-emotional program for all students in the district, including special education students K - 12. The program is called Pearson 360 and is a program to support students in the area of social-emotional learning. Professional development started over the 2022-2023 school year with implementation beginning in the 2023 - 2024 school year. The Upper Perkiomen School District also implements a Student Assistance Program (SAP) to assist and support students and families in need of additional social-emotional supports, including access and information to outside agency support. The Upper Perkiomen School District implemented Review 360, a social-emotional learning program, over the 2022 - 2023 school year. The program offers a screener to identify any additional student supports in the areas of social, emotional, and behavioral needs. The Upper Perkiomen School District utilizes a safety-care program, Quality Behavior Solutions (QBS), to assist district staff and administrators with behavioral, social and emotional needs. QBS safety-care is a training program for staff working with children who may exhibit challenging or dangerous behavior. The focus of QBS is on prevention, safety, and supportive, evidence-based interventions. Staff receive training on preventing many behavioral crises and how to respond if a crisis does happen, with a focus on de-escalation strategies. Staff receive certification documentation once full training is complete, with re-certification training provided annually. Over the 2021 - 2022 school year, the Upper Perkiomen School District implemented Restorative Practices for students grades 6 - 12. Teachers, support staff, and administrators have and continue to receive professional development for implementation by all staff. Responsive Classroom was implemented for students grades K - 5 over the 2021 - 2022 school year. Professional development was provided to staff for effective implementation and supports. Over the 2023 - 2024 school year, the Upper Perkiomen School District implemented the Review 360 program. The program supports all students K - 12 in the area of social-emotional learning. All K - 12 school counselors, student assistance counselors, and all special education teachers received professional development to support students and program implementation.

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

The Upper Perkiomen School District works to ensure meaningful participation of students with disabilities in the general education curriculum through specially designed instruction. The IEP team consistently looks at supplemental aids and services to assist students within the LRE. Some examples of supplemental aids and services used are: paraprofessional support, modified curriculum, modified assignments/projects, social skills instruction, assistive technology, pre-teaching, re-teaching, visual schedule, and adaptive equipment. Staff professional development is offered through the Autism Initiative, MCIU, Pattan, special education administrators, hearing, and vision support. UPSD also employs a full time behavior specialist, .5 contracted BCBA, and 6 registered behavior technicians (RBTs) to assist and support K - 12 students within the LRE. These additional staff support students within the LRE and participation in the general education curriculum. The Director of Special Education and Supervisor of Special Education meet monthly at each school with special education teachers, school psychologists, behavior specialist, speech therapists, and administrators in a group setting. During this time, professional development is provided and staff are updated on any procedural changes and recommendations. Individual one to one meetings are also held with special education teachers to review student growth, progress monitoring data, and address concerns. Monthly psychologist and speech and language therapist meetings are held to assist with management of cases, discuss and review concerns, as well as plan for professional development opportunities. These efforts assist with student growth and progress, providing meaningful participation for students with disabilities in the general education curriculum.

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

The LEA utilizes multiple supplementary aids and services to support students with disabilities accessing meaningful participation in extra curricular activities. IEP teams work together to review student specific needs in order to provide students with opportunities to participate in all areas of school which

also includes participation in clubs, sports and other activities that occur outside of the school day. Instructional: Teachers work collaboratively through co-planning and meeting as teams to collect data and determine the individual needs of students. The LEA provides on-going formal and informal professional development to teachers and paraprofessional staff to address specific instructional, social, emotional and behavioral needs so that students are able to access all school related activities. Specific professional development sessions have been addressed in other sections of the special education plan. Physical: Students with disabilities are afforded accommodations to support meaningful participation through preferential seating, flexible seating, adaptations with regards to lighting, adaptive equipment and accessibility to all environments through structural modifications, adult and peer support. Social-Behavioral: School-wide social and emotional learning where all students are provided with instruction which is then carried over to small group or individual instruction to address student specific needs based on individual needs addressed in students' IEPs.

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

The Upper Perkiomen School District (UPSD) understands the legal definition and requirements for least restrictive environment (LRE) for all students including those placed in private institutions. The LEA participates in annual IEP meetings for students placed in private institutions, reviewing the data and documentation to assure the student has on-going opportunities to participate with non-disabled children. The LEA has on-going communication with out of district placements, including placements where children are placed in private institutions, to assure each has an opportunity to participate in district lead extracurricular activities if interested.

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 Upper Perkiomen School District (UPSD) offers a full continuum of services for most students identified in need of special education services. UPSD complies with federal and state mandates regarding Child Find and the special education process. The Individuals with Disabilities Education Act of 2004 (IDEA) requires: 1. To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are non-disabled. 2. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory. [20 USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. 300.114 (a)]. The Upper Perkiomen School District offers a full continuum of services for most students identified in need of special education services. Below are special education programs offered within the school district. During the 2021 - 2022 school year the LEA added an additional autistic support program at the middle school. This program and all AS and MDS programs are supported through the Autism Initiative. Over the 2023 - 2024 school year, the Upper Perkiomen High School added a learning support/autistic support program at the Upper Perkiomen High School. The LEA has a full time behavior specialist and contracted a 1.0 BCBA for the 2023- 2024 school year, to support students and programs, working to build capacity and services within the district. These supports and services are expected to continue throughout the Special Education Plan term. Over the 2021 - 2022 school year, the LEA began participating in the Path 2 Graduation (P2G) program with Pattan and the MCIU, a Check & Connect program. This program is was implemented at the middle school, supporting all students identified with an emotional disturbance. The Upper Perkiomen School District continued to implement Check & Connect at the Upper Perkiomen Middle School over the 2023 - 2024 school year and implemented the program at the high school over the 2023 - 2024 school year. Professional development was provided to all new mentors through supports from the Montgomery County Intermediate Unit. Programs, Grade Levels, Number of Classes: Learning Support (LS): K - 12, 18 Classes Learning Support/Emotional Support (LS/ES): K - 5, 3 Classes Emotional Support (ES): 6 -12, 2 Classes Autistic Support (AS): K - 12, 5 Classes Life Skills Support

(LSS): 6 – 12, 2 Classes AS/LS Support: 9 - 12, 2 Classes
 Work Program: 9 - 12 (Ages 18 until 22nd birthday), 1 Class

AS/MDS Support (MDS): 9 - 12, 1 Class

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Child & Career Development	Other	Intermediate Unit	Chester County IU	Autistic Support	2
MCIU Early Learning Academy	Other	Intermediate Unit	MCIU	Emotional Support	2
Milagre	Licensed Private Academic		Milagre	Autistic Support	1
MCIU Explorations/Anderson	Other	Intermediate Unit	MCIU 23	Emotional Support	1
Vantage Academy	Licensed Private Academic		Souderton School District	Learning Support	4
Access Program	Licensed Private Academic		Malvern Program	Learning Support	1
Camp Hill	Approved Private School (APS)		Camp Hill Special School	Life Skills Support	1
Centennial	Approved Private School (APS)		Lehigh University	Emotional Support	4
MCIU Hearing Impaired Program	Other	Intermediate Unit	MCIU	Deaf and Hard of Hearing Support	1
Woods Services	Approved Private School (APS)		Woods Services	Autistic Support	1
CSF	Licensed Private Academic		Buxmont Academy	Learning Support	2
Pathway	Approved Private School (APS)		Pathway	Life Skills Support	2
Pennsylvania School for the	Approved Private		Pennsylvania School for the	Deaf and Hard of	1

Deaf	School (APS)		Deaf	Hearing Support	
MCIU MDS Program	Other	Other Public Facility	MCIU	Emotional Support	2
MCIU Autistic Support	Other	Other Public Facility	MCIU	Autistic Support	2
Lifeworks	Other	Other Public Facility	Lifeworks	Emotional Support	1
CCIU Options Program	Other	Other Public Facility	CCIU	Emotional Support	1
Instruction in the Home	Other	Instruction in the Home	MCIU and Upper Perkiomen School District	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval

2019-10-10

Uploaded Files

UPSD District Policy #113.2.docx

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

The Upper Perkiomen School District employs a full time behavior specialist and contracts a 1.0 BCBA to support the emotional, social needs of students with disabilities K - 12. These individuals work directly with staff to assist with student behavioral, social, and emotional needs. On-going professional development is provided to staff to assist with positive behavior supports and de-escalation strategies. With the implementation of the School-wide Positive Behavior Interventions and Support program (SWPBIS), grades K through 5, students with disabilities learn to develop and improve skills in the areas of: communication, listening skills, conflict-resolution, and problem-solving. SWPBIS focuses on research based behavioral and instructional principals, and recognizes and builds upon the strengths of the school. SWPBIS is a data-driven decision making program, with an emphasis on being proactive and working toward a positive school climate. It focuses on preventing problem behavior and encouraging prosocial behavior, with the ultimate goal of academic, behavioral, and social achievement for all students. The Upper Perkiomen School District utilizes a safety-care program, Quality Behavior Solutions (QBS), to assist district staff and administrators with behavioral, social and emotional needs. QBS safety-care is a training program for staff working with children who may exhibit challenging or dangerous behavior. The focus of QBS is on prevention, safety, and supportive, evidence-based interventions. Staff receive training on preventing many behavioral crises and how to respond if a crisis does happen, with a focus on de-escalation strategies. Staff receive certification documentation once full training is complete, with re-certification training provided annually. Functional Behavior Assessments (FBA) & Positive Behavior Support Plans (PBSP): Professional Development Training for K to 12 Special Education Teachers and Guidance Counselors was provided for development of FBAs and PBSPs to support students with disabilities in the areas of self-regulation and emotional supports. The Upper Perkiomen School District employs five Student Assistance Counselors (3 - elementary, 1 - middle school, 1 - high school). Each Student Assistance Counselor provides individual and group student counseling sessions for students with disabilities in the area of emotional and social needs of students with disabilities. The Upper Perkiomen implements Restorative Practices for students grades 6 - 12. Restorative practices are used to foster an equitable and positive school culture, focusing on strengthening relationships and connections between individuals in a school setting. The program will assist students with disabilities with resolving conflict, repairing harm, healing relationships, preventing bullying, and reducing disciplinary incidences. This will support a positive and safe school climate. Responsive Classroom, grades K - 5, is implemented to support students with social-emotional needs at the elementary level. The LEA also supports students K - 12 through the Student Assistance Program (SAP). SAP assists and supports students and families in need of additional social-emotional supports, including access and information to outside agency support. Over the 2023 - 2024 school year, the Upper Perkiomen School District implemented Pearson 360, a social-emotional learning program. The program supports the MTSS process for problem-solving, data-based decision-making, and equitable practice. Review 360 provides a holistic student picture of academic, behavior, and social-emotional progress and growth for use in general education,

special education, and overall behavior. In addition, the platform supports the further development of teachers' professional skills and enhances communication with parents on student progress toward behavioral and social-emotional growth.

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.

1. Quality Behavior Solutions (QBS): The Upper Perkiomen School District utilizes a safety-care program, Quality Behavior Solutions (QBS), to assist district staff and administrators with behavioral, social and emotional needs. QBS safety-care is a training program for staff working with children who may exhibit challenging or dangerous behavior. The focus of QBS is on prevention, safety, and supportive, evidence-based interventions. Staff receive training on preventing many behavioral crises and how to respond if a crisis does happen, with a focus on de-escalation strategies. Staff receive certification documentation once full certification training is complete, with re-certification training provided annually. 2. De-escalation Training: The Upper Perkiomen School District provides professional development on de-escalation training for staff K - 12. Implementation of this training is provided annually at one school building for all staff and K - 12 paraprofessionals. This training will assist staff when working with students with disabilities on the use of de-escalation techniques and strategies, positive behavior supports, and responses to student behavior. 3. The Upper Perkiomen School District has provided professional development training for five registered behavior technicians (RBTs). The RBTs are supervised by a BCBA and receive on-going training, supports, and supervision. RBTs are working in each school to assist and support students with disabilities. Below are locations for RBT staff within the LEA. Marlborough: 1 Hereford: 1 4-5 Center: 1 Middle School: 1 High School: 1 4. Paraprofessional professional development is provided annually in the areas of behavior and de-escalation strategies. Several paraprofessionals receive QBS training annually to assist and support students with behavior needs. 5. Professional Development through the MCIU has been provided to all special education teachers and guidance counselors on development of Functional Behavior Assessments (FBA) and Positive Behavior Support Plans (PBSP). Continued professional development will be provided as individuals work on development of FBAs and PBSPs for individual students with identified behaviors of concern. 6. On-going professional development is provided to teachers and paraprofessionals working in Autistic Support and Multiple Disability programs. The LEA works with Pattan and the Autism Initiative Consultants to assist staff working with students in the areas of positive behavior supports, de-escalation techniques, and responses to behavior.

3. Describe the district positive school wide support programs.

With the implementation of the School-wide Positive Behavior Interventions and Support program (SWPBIS), grades K through 5, students with disabilities learn to develop and improve skills in the areas of: communication, listening skills, conflict-resolution, and problem-solving. SWPBIS focuses on research based behavioral and instructional principals, and recognizes and builds upon the strengths of the school. SWPBIS is a data-driven decision making program, with an emphasis on being proactive and working toward a positive school climate. It focuses on preventing problem behavior and encouraging prosocial behavior, with the ultimate goal of academic, behavioral, and social achievement for all students. Safety-Care® Behavioral Safety Training program (QBS) provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the QBS Safety-Care program will provide staff with strategies for preventing and managing behavioral challenges teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement-based approach and develops new skills, resulting in fewer restraints. Through the use of QBS strategies, staff learn techniques to support students using a positive approach. Staff learn: - How and why crisis events happen and how we may inadvertently contribute to them -Prevent crises using a variety of supportive interaction strategies - Apply simple, evidence-based de-escalation strategies -Respond appropriately and safely to dangerous behavior -Prevent the need for restraint -Intervene

after a crisis to reduce the chance for reoccurrence -Core Principles of Safety-Care -Respectful, humane, non-coercive interventions -Emphasis on prevention over management -Standards that reduce risk -Evidence-based procedures as the basis of intervention -Positive reinforcement is embedded throughout the course -Staff learns a series of interventions that can be flexibly adapted to a variety of circumstances -Physical procedures are designed to be simple, effective, safe, and have minimal abuse potential -Restraint must be used only when there are no other safe options and must end as quickly as possible

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

The district has a tiered mental and behavioral health framework that is facilitated by the pupil services staff, which includes: counselors, student assistance counselors, school psychologists, behavior specialist, and contracted mental health providers. Guidance Counselor Direct School-Based Services: Individual Counseling Group Counseling Facilitator Classroom Lessons Participation in Parent and IEP meetings Coordination and Development of 504 meetings Academic Advising/Course Selection College and Career Advising Conflict-Resolution Meetings New Student Registrations Collaboration with Parents and Outside Resources Home Visits (as needed) Student Transition to New Building Peer Tutor Monitoring BrainSTEPS Referral and Coordination or Concussion Monitor Credit Recovery Assignment/Monitoring Crisis Response Risk Assessments Parent Meetings (child study) Review 360 Social-Emotional Learning Program Student Assistance Counselors Direct School-Based Services: Crisis Intervention/Risk Assessments Social Emotional Groups Individual Counseling Referral to outside resources Participating in parent/ IEP meetings Collaboration with parents and outside resources Home Visits (as needed) IEP-related counseling Review 360 Social-Emotional Learning Program Psychologist Direct School-Based Services: Psychoeducational Evaluation Gifted Assessment Risk Assessment IEP collaboration; meetings 504 Evaluations, development and implementation Behavioral Assessment Collaboration with outside treatment/agency involvement Parent Meetings Individual/Small group support Development of PBSP Staff Training Crisis Intervention Behavior Specialist Direct School-Based Services: Referral to outside resources Participating in parent/ IEP meetings Conduct Student Functional Behavior Assessments Develop Positive Behavioral Support Plans Risk Assessment Crisis Team Contracted School-Based Counselor Direct Services: Individual Counseling

5. Describe the district restraint procedure.

Upper Perkiomen School District Restraint Procedures: The Upper Perkiomen School District requires positive, rather than negative, measures to form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. When an intervention is needed to address a problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, have been utilized. Steps and Procedures for De-escalation of Behavior: 1. If a student shows early signs of agitation (yelling, reluctance to comply, repeating negative statements), the student will be prompted and redirected to remain focused during instruction. 2. If the student continues to show early signs of agitation, the adult(s) will not provide attention and there will be minimal and neutral eye contact. 3. If the student refuses to follow directions or shows signs of frustration and agitation, the help, prompt, or wait strategies (QBS Strategies) will be used to provide student time to get self calm. 4. If student tries to express a want or need, the adult will use the "Help" strategy by offering 2 - 3 choices that can be honored in the situation; the adult will also avoid phrasing any requests in a yes/no format. 5. If the student is still showing signs of agitation, the adult(s) will move to the "Prompt" strategy by choosing an incompatible behavior. 6. If the Help and Prompt strategies (QBS Strategies) are not effective, the adult(s) will move to the Wait strategy (no verbal communication, no eye contact). 7. If the student continues to become disruptive or aggressive, and de-escalation strategies have not reduced the agitated behavior, the Crisis Team will be called for support. The Team Leader will evaluate the level of intensity of the behavior. The goal is to regain instructional control quickly; however, if instructional control cannot be gained, the student should be transitioned to another location. 9. Once in the designated location, the Crisis Team will implement the appropriate strategies until the student's behaviors are de-escalated. No one other than the team leader should be speaking with the student unless the leader asks for assistance. If the student is able to

follow directives with the absence of behaviors, the leader will reintroduce demands and/or requests. Crisis Intervention Procedures: 1. If a student becomes physically aggressive with peers or adults and does not respond to de-escalation strategies, or if the situation becomes unsafe, safety procedures will be employed. These emergency procedures will use the least intrusive measure for maintaining the student's safety and the safety of others. 2. The Crisis Team will use close proximity to maintain the student in the designated area, reminding the student that when they are calm, an adult will assist them. The team will not respond to shouting or engage in conversation with the student. 3. A barrier will be placed between the student and staff, if necessary, to reduce the likelihood of injury to staff; team will remain calm, using a quiet voice to redirect the student; if the student becomes a danger to himself or others, as a last resort crisis intervention procedures and supports may be implemented to ensure the safety of student and others. 4. If the student continues to be physically aggressive for longer than a pre-determined amount of time, the team will contact the student's parent(s) to update and discuss the incident. 5. If behaviors continue for an additional pre-determined amount of time, the team will contact the parent and again update them on the situation. Discussion will be held with the parent in regard to next steps, if needed. Some possible next steps could be: call to mobile crisis, parents come to the school to meet; in cases of physical aggression that may present a clear and imminent danger to student, peers and/or staff, the school administrator may call mobile crisis and/or medical services if deemed necessary. The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school district to, notify the parent of the use of restraint (that same day) and shall schedule and hold an IEP team meeting within 10 school days of the restraint, unless the parent, after written notification, agrees in writing to waive the meeting. At the IEP team meeting, the team shall consider: Whether the student may need a functional behavior assessment (FBA) Whether the student may need an updated Reevaluation Whether the student may need a new or revised Positive Behavior Support Plan (PBSP) A Revision to the IEP following the team meeting will be developed and this Revision will document the meeting was held, concerns addressed, and any changes/revisions to the PBSP or specially designed instruction. The LEA will submit to RISC all restraint documentation each school year. Each restraint report will be submitted through the RISC system of PDE/IMS. The date of a restraint will be submitted through the system within the required timelines over the school year. The use of restraints may only be included in a student's IEP when the following conditions apply: The restraint is utilized with specific component elements of positive behavior support The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior Staff are authorized to use the procedure and have received the staff training required Plan in place for eliminating the use of restraint through the application of positive behavior support

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.

There are no areas of concern for students in the Upper Perkiomen School District who are at a substantial risk of waiting more than 30 days for an educational placement. When a recommendation is made for an educational placement, outside of the public school setting, the LEA works to transition the student from the public school setting directly into the out of district placement, without missing school days. There are no areas of concern for students within the Upper Perkiomen School District who are receiving Instruction Conducted in the Home services. The school district has one student receiving this level of support and service. This student does receive all necessary related services to assist with increased growth and progress on IEP goals. The Upper Perkiomen School District works in collaboration with the Montgomery County Intermediate Unit (MCIU) to provide related services. There are currently 0 students identified to receive Homebound Services in the Upper Perkiomen School District. Instruction and supports provided to students receiving Instruction in the Home services or Homebound services is aligned and in accordance with BEC 34 CFR §300.26(a)(1).

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (EB)	Secondary	Full-time (1.0)	02/14/2024 12:45 PM

Building Name		
Upper Perkiomen HS		
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 %
High school students receive direct instruction within the required age limits		0.38

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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HS LS (LHi)	Secondary	Full-time (1.0)	02/14/2024 11:16 AM
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Building Name		
Upper Perkiomen HS		
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 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.14

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Grade 8 (MS) Secondary	Secondary	Full-time (1.0)	02/05/2024 08:50 AM

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.12

Building Name		
Upper Perkiomen MS		
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	13 to 14
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hereford LS/ES KG	Elementary	Full-time (1.0)	01/31/2024 01:03 PM

Building Name		
Hereford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.1

Building Name		
Hereford 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 %
Students receive instruction and intervention within the age range requirements.		0.1

Building Name		
Hereford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.02

Building Name		
Hereford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS (AB)	Secondary	Full-time (1.0)	02/05/2024 09:01 AM

Building Name		
Upper Perkiomen MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
Students receive instruction and intervention within the required age range	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 GC LS 1	Elementary	Full-time (1.0)	01/31/2024 01:12 PM

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.18

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Grade 7 (JC)	Secondary	Full-time (1.0)	02/05/2024 08:49 AM

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.16

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (KP)	Secondary	Full-time (1.0)	02/14/2024 11:18 AM

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.24

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
High School students receive direct instruction within the expected age ranges		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hereford AS K-1	Elementary	Full-time (1.0)	01/31/2024 01:07 PM

Building Name		
Hereford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.08

Building Name		
Hereford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS AS	Secondary	Full-time (1.0)	02/14/2024 11:22 AM

Building Name		
Upper Perkiomen HS		
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 %
High school students receive direct instruction within the required age limits		0.62

Building Name		
Upper Perkiomen HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (NM)	Secondary	Full-time (1.0)	02/14/2024 11:24 AM

Building Name		
Upper Perkiomen HS		
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	16 to 18
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.14

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (TN)	Secondary	Full-time (1.0)	02/14/2024 11:56 AM

Building Name
Upper Perkiomen HS

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 %
High school students receive direct instruction within the required age limits		0.32

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS/AS (LH)	Secondary	Full-time (1.0)	02/05/2024 09:45 AM

Building Name	
Upper Perkiomen HS	
Support Type	
Autistic Support	

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.08

Building Name		
Upper Perkiomen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.25

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.1

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 GC AS, (gr. 5)	Elementary	Full-time (1.0)	01/31/2024 01:25 PM

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
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	10 to 10
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.5

Building Name		
Upper Perkiomen 4th and 5th Grade Center		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.08

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Grade 8 (JB)	Multiple	Full-time (1.0)	02/05/2024 08:57 AM

Building Name	
Upper Perkiomen MS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.24

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.05

Building Name		
Upper Perkiomen MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hereford, LS	Elementary	Full-time (1.0)	01/31/2024 12:58 PM

Building Name		
Hereford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students receive instruction and interventions within the required age range.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Grade 6 (AT)	Elementary	Full-time (1.0)	02/05/2024 08:46 AM

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

Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.12

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.45

Building Name		
Upper Perkiomen MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Work Program	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.04

Building Name		
Upper Perkiomen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 22
Age Range Justification		FTE %
		0.5

Building Name		
Upper Perkiomen HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	21 to 21
Age Range Justification		FTE %
		0.12

Building Name		
Upper Perkiomen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	21 to 22
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (RL)	Secondary	Full-time (1.0)	02/14/2024 11:48 AM

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

Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.2

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 Marlborough LS	Elementary	Full-time (1.0)	01/31/2024 12:46 PM

Building Name		
Marlborough El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.28

Building Name		
Marlborough El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
Students receive direct instruction and interventions within the required age range		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 GC LS/ES	Elementary	Full-time (1.0)	01/31/2024 01:18 PM

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

Students receive instruction and intervention within the age range requirements.	0.06
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Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.1

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.05

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Marlborough LS/ES	Elementary	Full-time (1.0)	01/31/2024 12:51 PM

Building Name		
Marlborough El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students receive direct instruction and interventions within the required age range		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Upper Perkiomen MS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.06

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

Building Name		
Upper Perkiomen MS		
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	13 to 13
Age Range Justification		FTE %

	0.02
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Building Name		
Upper Perkiomen MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Upper Perkiomen MS		
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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Upper Perkiomen 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%)		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
LS Grade 7 (JH)	Secondary	Full-time (1.0)	02/05/2024 08:47 AM

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.1

Building Name		
Upper Perkiomen MS		

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	12 to 13
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hereford AS, gr. 2-3	Elementary	Full-time (1.0)	01/31/2024 01:10 PM

Building Name		
Hereford 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 9
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.17

Building Name		
Hereford El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Grade 6 (TM)	Elementary	Full-time (1.0)	02/05/2024 08:43 AM

Building Name		
Upper Perkiomen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.16

Building Name		
Upper Perkiomen MS		
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	11 to 12
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.35

Building Name		
Upper Perkiomen MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the required age range		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS	Secondary	Full-time (1.0)	02/14/2024 11:50 AM

Building Name		
Upper Perkiomen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification	FTE %	
The IEP team determined students would receive direct instruction outside of the four year range. Documentation included within student IEPs		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 LS KP	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.3

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10

Age Range Justification	FTE %
	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 GC AS/LS, (gr. 4-5)	Elementary	Full-time (1.0)	01/31/2024 01:30 PM

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.04

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.2

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.25

Building Name		
Upper Perkiomen 4th and 5th Grade Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students receive instruction and intervention within the age range requirements.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES	Secondary	Full-time (1.0)	02/14/2024 11:54 AM

Building Name		
Upper Perkiomen HS		
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	Secondary	14 to 19
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.3

Building Name		
Upper Perkiomen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (EW)	Secondary	Full-time (1.0)	02/14/2024 11:58 AM

Building Name
Upper Perkiomen HS

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 %
High school students receive direct instruction within the required age limits		0.32

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (RK)	Secondary	Full-time (1.0)	02/14/2024 11:59 AM

Building Name		
Upper Perkiomen HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
High school students receive direct instruction within the required age limits		0.22

Special Education Facilities

Building Name		Room #
Upper Perkiomen HS		214
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2013-09-01		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Marlborough El Sch		28
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2013-09-01		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2019-09-01		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2019-09-01		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Marlborough El Sch		29
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2013-09-01		

Uploaded Files

5Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2013-09-01		
Uploaded Files		

6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Upper Perkiomen HS		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2016-09-01		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		Library
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 10 feet, 0 inches	160sqft	5

Implementation Date
2019-09-01
Uploaded Files

8Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2019-09-01		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Upper Perkiomen HS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2020-09-01		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		111
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2019-09-01		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		302
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2013-09-01		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Hereford El Sch		38
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 21 feet, 0 inches	504sqft	18
Implementation Date		
2013-09-01		
Uploaded Files		

13Assurance Check

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

Building Name	Room #
Hereford El Sch	43

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2016-09-01		
Uploaded Files		

14Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2013-09-01		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2019-09-01		
Uploaded Files		

16Assurance Check

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

Building Name	Room #
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Upper Perkiomen MS		303
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2019-09-01		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		224
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2021-11-01		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		311
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 34 feet, 0 inches	1394sqft	49
Implementation Date		
2013-09-01		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hereford El Sch		50
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 20 feet, 0 inches	740sqft	26
Implementation Date		
2013-09-01		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2019-09-01		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2019-09-01		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		226
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2019-09-01		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2020-09-01		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Marlborough El Sch		6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
Implementation Date		
2013-09-01		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Upper Perkiomen 4th and 5th Grade Center		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2019-09-01		
Uploaded Files		

26Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		218
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2019-09-01		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 15 feet, 0 inches	435sqft	15
Implementation Date		
2013-09-01		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2013-09-01		
Uploaded Files		

29Assurance Check

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

Building Name		Room #
Hereford El Sch		24
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2016-09-01		
Uploaded Files		

30Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2019-09-01		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		318
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2019-09-01		
Uploaded Files		

32Assurance Check

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

Building Name		Room #
Upper Perkiomen HS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
Implementation Date		
2013-09-01		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Hereford El Sch		48
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 21 feet, 0 inches	483sqft	17
Implementation Date		
2013-09-01		
Uploaded Files		

34Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2019-09-01		
Uploaded Files		

35Assurance Check

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

Building Name		Room #
Upper Perkiomen MS		307
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 23 feet, 0 inches	575sqft	20
Implementation Date		
2019-09-01		
Uploaded Files		

36Assurance Check

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

Special Education Support Services

37Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Other	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
Behavior Specialist	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Behavior Specialist	1.0	Secondary	Contractor
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	Contractor
Other	.3	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
Occupational Therapist	1.0	Elementary	Contractor
Physical Therapist	.4	District Wide	Contractor
Other	.2	District Wide	Contractor
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	Contractor
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Social Worker	1.0	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
The Upper Perkiomen School District special education department will continue to offer on-going professional development through Pattan's Autism Initiative. The focus of the trainings will be to increase knowledge and understanding in the area of autism and verbal behavior analysis and verbal behavior mapping. Autistic Support teachers, Autistic Support/Multiple Disability Teacher, Speech Therapists, behavior specialist, and paraprofessionals will receive monthly professional development through on-site coaching, with consistent modeling of student supports provided. The training will occur monthly with each Autistic Support Teacher, Autistic Support/Multiple Disability Teacher, Behavior Specialist, and Paraprofessionals. These sessions will be offered with collaboration from the internal coaches and the special education department. These professional development training sessions will occur annually through the Special Education Plan timeline.			
Lead Person/Position		Year of Training	
Pattan Autism Initiative Consultants & Internal Coach		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	9	District PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training	
Intermediate and Advanced Verbal Programs for Students with Autism: This professional development will provide training to support instructional protocols to teach complex tact, intraverbal and listener responding repertoires for students with autism, this training will review protocols for teaching tacts of actions, two or multiple word component tacts, tacts and listener responding by feature, function and class, tacts of adverbs, adjectives, and prepositions, intraverbal webbing, and responding to yes/no questions. Additionally, the training will address the role of the tact in acquisition of other complex verbal skills such as responding to yes/no questions, use of the tact for intraverbal training, and use of joint control procedures as an aide in recall tasks. For each protocol, teaching procedures, and data collection will be reviewed. The session will include competency based activities, and upon completion of the training sessions, all participants will receive credit for participation.	
Lead Person/Position	Year of Training
Pattan Autism Initiative Consultants	2024

		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	2	PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
Training on De-escalation for K - 3 Teachers, designed to offer strategies that allow staff to safely provide supports to individuals exhibiting disruptive or dangerous behaviors. The focus and core principles delivered during the training are respect and dignity, the use of least restrictive interventions that are safe and effective, applicable to many environments, and evidence-based procedures. The goals of de-escalation training is to create a positive, supportive, and enriched physical and social environment. The training will teach functional alternatives to challenging behavior, reduce behavior crises whenever possible and to manage behavior crises safely and therapeutically. The training will also assist staff with working toward minimizing the intensity and duration of behavior crises, and work toward decreasing the future likelihood of behavior crises. Upon completion of the de-escalation training, staff will have gained increased knowledge and understanding in the areas of: Conditions related to challenging behaviors, Other important factors related to challenging behaviors, A-B-C model of behavior, Reinforcement, How challenging behavior can be learned and maintained through reinforcement, The behavior trap, De-escalation strategies of help, wait, and prompt. The overarching goals of the De-escalation Training is for all staff to have an understanding of working with student to maintain safety of an agitated individual and all others, to avoid agitating an individual any more, helping the person to decrease the intensity of a potential crisis behavior, and to avoid reinforcing crisis behaviors, so the behaviors do not become more likely in the future.			
Lead Person/Position		Year of Training	
Behavior Specialist, District-wide QBS Trainer, Special Education Supervisor, Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

Training on De-escalation for middle school teachers, designed to offer strategies that allow staff to safely provide supports to individuals exhibiting disruptive or dangerous behaviors. The focus and core principles delivered during the training are respect and dignity, the use of least restrictive interventions that are safe and effective, applicable to many environments, and evidence-based procedures. The goals of de-escalation training is to create a positive, supportive, and enriched physical and social environment. The training will teach functional alternatives to challenging behavior, reduce behavior crises whenever possible and to manage behavior crises safely and therapeutically. The training will also assist staff with working toward minimizing the intensity and duration of behavior crises, and work toward decreasing the future likelihood of behavior crises. Upon completion of the de-escalation training, staff will have gained increased knowledge and understanding in the areas of: Conditions related to challenging behaviors, Other important factors related to challenging behaviors, A-B-C model of behavior, Reinforcement, How challenging behavior can be learned and maintained through reinforcement, The behavior trap, De-escalation strategies of help, wait, and prompt. The overarching goals of the De-escalation Training is for all staff to have an understanding of working with student to maintain safety of an agitated individual and all others, to avoid agitating an individual any more, helping the person to decrease the intensity of a potential crisis behavior, and to avoid reinforcing crisis behaviors, so the behaviors do not become more likely in the future.

Lead Person/Position		Year of Training	
Behavior Specialist, Special Education Supervisor, District-wide Special Education Director		2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

Training on De-escalation for High School Teachers, designed to offer strategies that allow staff to safely provide supports to individuals exhibiting disruptive or dangerous behaviors. The focus and core principles delivered during the training are respect and dignity, the use of least restrictive interventions that are safe and effective, applicable to many environments, and evidence-based procedures. The goals of de-escalation training is to create a positive, supportive, and enriched physical and social environment. The training will teach functional alternatives to challenging behavior, reduce behavior crises whenever possible and to manage behavior crises safely and therapeutically. The training will also assist staff with working toward minimizing the intensity and duration of behavior crises, and work toward decreasing the future likelihood of behavior crises. Upon completion of the de-escalation training, staff will have gained increased knowledge and understanding in the areas of: Conditions related to challenging behaviors, Other important factors related to challenging behaviors, A-B-C model of behavior, Reinforcement, How challenging behavior can be learned and maintained through reinforcement, The behavior trap, De-escalation strategies of help, wait, and prompt. The overarching goals of the De-escalation Training is for all staff to have an understanding of working with student to maintain safety of an agitated individual and all others, to avoid agitating an individual any more, helping the person to decrease the intensity of a potential crisis behavior, and to avoid reinforcing crisis behaviors, so the behaviors do not become more likely in the future.

Lead Person/Position	Year of Training
Behavior Specialist, Special Education Supervisor, Director of Special Education	2025

Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Training on De-escalation for 4 - 5 GC Teachers, designed to offer strategies that allow staff to safely provide supports to individuals exhibiting disruptive or dangerous behaviors. The focus and core principles delivered during the training are respect and dignity, the use of least restrictive interventions that are safe and effective, applicable to many environments, and evidence-based procedures. The goals of de-escalation training is to create a positive, supportive, and enriched physical and social environment. The training will teach functional alternatives to challenging behavior, reduce behavior crises whenever possible and to manage behavior crises safely and therapeutically. The training will also assist staff with working toward minimizing the intensity and duration of behavior crises, and work toward decreasing the future likelihood of behavior crises. Upon completion of the de-escalation training, staff will have gained increased knowledge and understanding in the areas of: Conditions related to challenging behaviors, Other important factors related to challenging behaviors, A-B-C model of behavior, Reinforcement, How challenging behavior can be learned and maintained through reinforcement, The behavior trap, De-escalation strategies of help, wait, and prompt. The overarching goals of the De-escalation Training is for all staff to have an understanding of working with student to maintain safety of an agitated individual and all others, to avoid agitating an individual any more, helping the person to decrease the intensity of a potential crisis behavior, and to avoid reinforcing crisis behaviors, so the behaviors do not become more likely in the future.			
Lead Person/Position		Year of Training	
Behavior Specialist, Special Education Supervisor, Director of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
QBS Re-certification Trainings: QBS annual re-certifications are provided to teachers, paraprofessionals, and building administrators. QBS trainings are provided by the district-wide QBS trainer to review, practice, and assess staff qualifications for the required expectations of certification to assist and support students throughout the district.

Lead Person/Position		Year of Training	
Behavior Specialist, District-wide QBS Trainer		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
QBS Re-certification Trainings: QBS annual re-certifications are provided to teachers, paraprofessionals, and building administrators. QBS trainings are provided by the district-wide QBS trainer to review, practice, and assess staff qualifications for the required expectations of certification to assist and support students throughout the district.			
Lead Person/Position		Year of Training	
Behavior Specialist, District-wide QBS Trainer, Special Education Teachers QBS Certified		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
QBS Initial Certification Trainings: QBS initial certifications are provided to teachers, paraprofessionals, and building administrators. These QBS trainings are

provided based on hiring of new employees with a need for certification, as well as individuals where the recertification training may have expired. QBS initial certifications provided by the district-wide QBS trainer will offer the full QBS 12 hour certification, providing instruction in the areas of behavior, de-escalation, and restrain training. Training will assist and support students throughout the district.

Lead Person/Position		Year of Training	
Behavior Specialist, District-wide QBS Trainer		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

QBS Initial Certification Trainings: QBS initial certifications are provided to teachers, paraprofessionals, and building administrators. These QBS trainings are provided based on hiring of new employees with a need for certification, as well as individuals where the recertification training may have expired. QBS initial certifications provided by the district-wide QBS trainer will offer the full QBS 12 hour certification, providing instruction in the areas of behavior, de-escalation, and restrain training. Training will assist and support students throughout the district.

Lead Person/Position		Year of Training	
Behavior Specialist, District-wide QBS Trainer		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessional Development to Support Students with Disabilities: Upper Perkiomen School District provides professional development sessions to address topics related to working with all students with disabilities. A professional development menu is developed to assist paraprofessionals supporting students with disabilities in the school district. Areas of professional development focus on: Executive Functioning, Trauma-informed Schools, ADD/ADHD, Autism, Bullying, Mental Health, and Best Practices in Instructional Support. Staff will have access to webinars, research articles, training videos and other types of media on topics of interest and areas related specifically to their positions and programs. , Instructional Practices to support students with disabilities. Lengths of sessions vary based on topics and media outlets. Training sessions will last from one to three hours, and upon completion of each training session, staff will complete an exit ticket with three summary questions. Exit tickets are submitted to the special education department for session evaluation and approval.			
Lead Person/Position		Year of Training	
Special Education Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Description of Training	
Training on De-escalation for K - 12 Upper Perkiomen School District Paraprofessionals, designed to offer strategies that allow staff to safely provide supports to individuals exhibiting disruptive or dangerous behaviors. The focus and core principles delivered during the training are respect and dignity, the use of least restrictive interventions that are safe and effective, applicable to many environments, and evidence-based procedures. The goals of de-escalation training is to create a positive, supportive, and enriched physical and social environment. The training will teach functional alternatives to challenging behavior, reduce behavior crises whenever possible and to manage behavior crises safely and therapeutically. The training will also assist staff with working toward minimizing the intensity and duration of behavior crises, and work toward decreasing the future likelihood of behavior crises. Upon completion of the de-escalation training, staff will have gained increased knowledge and understanding in the areas of: Conditions related to challenging behaviors, Other important factors related to challenging behaviors, A-B-C model of behavior, Reinforcement, How challenging behavior can be learned and maintained through reinforcement, The behavior trap, De-escalation strategies of help, wait, and prompt. The overarching goals of the De-escalation Training is for all staff to have an understanding of working with student to maintain safety of an agitated individual and all others, to avoid agitating an individual any more, helping the person to decrease the intensity of a potential crisis behavior, and to avoid reinforcing crisis behaviors, so the behaviors do not become more likely in the future.	
Lead Person/Position	Year of Training

Behavior Specialist, Supervisor of Special Education, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training			
Paraprofessional Training and Supports, Working on PD with Special Education Teachers			
Lead Person/Position		Year of Training	
Special Education Teachers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Framewelder Online Professional Development on Supporting Special Education Students			
Lead Person/Position		Year of Training	
Pattan		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition and IEP Development Training: This presentation will provide secondary special education teachers information to include in the IEP under Transition, Present Levels and the Transition Grid sections. This professional development will follow the review of at least one IEP finalized/draft IEP from each secondary special education teacher. Recommendations and resources will be provided with examples, to assist teachers with development of well-written and legally defensible IEPs.			
Lead Person/Position		Year of Training	
Special Education Administrators and MCIU Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes	1 annual session, one to one format with each teacher (23 total teachers)	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Transition and IEP Development Training: This presentation will provide secondary special education teachers information to include in the IEP and to present to parents at annual IEP meetings in the area of Transition Assessments and the Transition Grid (higher education or training, employment, and independent living). Teachers will be presented with background information on transition, information on input, and examples of completing the Transition Grid. On-going opportunities will be available for questions and discussion throughout the presentation.			
Lead Person/Position		Year of Training	
Special Education Administrators and MCIU Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45	1	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Transition and IEP Development Training: This presentation will provide secondary special education teachers information to include in the IEP and to present to parents at annual IEP meetings in the area of Transition Assessments and the Transition Grid (higher education or training, employment, and independent living). Teachers will be presented with background information on transition, information on input, and examples of completing the Transition Grid. On-going opportunities will be available for questions and discussion throughout the presentation.			
Lead Person/Position		Year of Training	
Special Education Administrators and MCIU Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Understanding the IEP, Transition Sections: This presentation will provide K - 5 special education teachers with an understanding of what the transition sections of an IEP mean for students, parents, and teachers. It is important for all teachers, K - 12, to have an understanding of all IEP sections, including sections teachers may not be responsible to complete. This professional development training will allow for on-going discussion and questions.			
Lead Person/Position		Year of Training	
Special Education Administrators		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45	2	District	Building Administrators Special Education Teachers

Description of Training			
Understanding the IEP, Transition Sections: This presentation will provide K - 5 special education teachers with an understanding of what the transition sections of an IEP mean for students, parents, and teachers. It is important for all teachers, K - 12, to have an understanding of all IEP sections, including sections teachers may not be responsible to complete. This professional development training will allow for on-going discussion and questions.			
Lead Person/Position		Year of Training	
Special Education Administrators		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45	1	District	Building Administrators Special Education Teachers

Description of Training			
Indicator 14 Professional Development, Training for Post-School Outcomes			
Lead Person/Position		Year of Training	
MCIU Transition Coordinator, Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
30	2	District Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training	
Understanding Needs Section of the Reevaluation Report in the Area of Literacy and Reading Interventions: This training session will offer special education teachers, K - 12, an understanding of needs identified and reading interventions and goal development to support students growth and progress. The presentation will offer knowledge in the area of reading interventions and how they will support students' needs. On-going questions, discussion, and examples will be presented throughout.	
Lead Person/Position	Year of Training

Special Education Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
30	1	District	Building Administrators Special Education Teachers

Description of Training			
Teaching, Learning, Succeeding (TLS) Professional Development Training: These training sessions will offer professional development in the areas of good instruction and effective measurement of student learning and intervention to support individual needs. These sessions will provide new learning to general education teachers, special education teachers, and building administrators. Opportunities will be on-going for discussion, question, and answer.			
Lead Person/Position		Year of Training	
Curriculum/Instruction Department & TLS Presenters		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Multi-Tiered Systems of Support (MTSS) Training Session: This training session will be presented grades 6 - 12 on reviewing the Flowchart, tiers of intervention, and RFA form. The session will be offered by the central administration staff and building administrators. On-going discussion, questions and answers will occur throughout the session.			
Lead Person/Position		Year of Training	
Curriculum/Instruction Administrators, Special Education Administrators, & Building Administrators		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session at MS and HS	District	Special Education Teachers

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Description of Training			
Wilson Certification Training Program Professional Development: The Wilson Reading System (WRS) Level I Certification program is designed to prepare teachers to effectively implement WRS Steps 1-6 with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability, such as dyslexia. The WRS Level I Certification Training Program provides a course that deepens teachers' content knowledge while providing a supervised practicum that allows teachers to apply and practice skillful use of research-based strategies. Teachers completing the year long training will receive Wilson certification.			
Lead Person/Position			Year of Training
Special Education Department and MCIU Wilson Trainer			2024
			2025
			2026
			2027
Hours Per Training	Number of Sessions	Provider	Audience
90 total hours of online course work; 60 hours of supervised practicum work by a Wilson trainer	1 year long process (90 hours total course work and supervisory practicum of 60 hours)	Intermediate Unit	Special Education Teachers

Description of Training			
Aimsweb Training, K - 12 Special Education Teachers: Training to focus on progress monitoring data supporting reading interventions			
Lead Person/Position		Year of Training	
Aimsweb Webinar Lead Person		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Special Education Teachers

Parent Training

Description of Training
Preparing for Life -- Fostering Relationships with Community Agencies: Annual parent engagement training sessions will be held to provide parents and guardians

the opportunity to meet select representatives from local community agencies. Organizations will present information on services that they provide to individuals and families as it relates to Secondary Transition. The parent engagement session is intended for parents of children with disabilities needing support following high school and designed to provide individuals and families with information, answers, and resources. Topics discussed and presented will be in the area of supports coordination, and presenters will include the Office of Vocational Rehabilitation, MontcoWorks, and LifePath. Presenters will provide community resources to support success for all students.

Lead Person/Position		Year of Training	
Montgomery County Intermediate Unit Transition Coordinator & UPSD Special Education Department		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Understanding the IEP: Parents and guardians are invited to attend a parent engagement session on "Understanding the IEP". Parents and guardians will have an opportunity to learn more about how the IEP supports students receiving special education services and related services. Presenters will explain what happens when a student qualifies for services, the process of developing an IEP based on individual student needs, what specially designed instruction may entail, and why and how goals are developed and what information and data will progress monitoring will provide. The session is designed to provide information and answers to parent and guardian questions, with the goal of increased understanding. and knowledge on your child's special education supports and services.			
Lead Person/Position		Year of Training	
Special Education Department: Director and Supervisor		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	1	District	Building Administrators Central Office Administrators General Education Teachers Parents

			Paraprofessionals Special Education Teachers Other
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Description of Training			
Gifted Parent Engagement Session: This session will provide an overview of gifted education services within the Upper Perkiomen School District. A presentation will be shared on the identification and educational placement of mentally gifted students. This will include information on the three phases: screening, evaluation, and eligibility/programming services. Opportunities for questions and discussion will be included in the parent engagement session.			
Lead Person/Position		Year of Training	
Pupil Services/Special Education Departments, Gifted Teachers, MCIU Gifted Coordinator		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Executive Functioning Parent Engagement Session: In this session, participants will learn and gain a better understanding of what executive functioning is and learn about these necessary skills to support and assist children with these needs. This parent engagement session is designed to provide individuals and families with information, resources, and the tools to support the student educational experience.			
Lead Person/Position		Year of Training	
Special Education Administrators & MCIU Coordinator		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Parent Engagement Session, Students & Mental Health: This parent engagement session will present information on mental health and supports for students and families. The presentation will be led by a panel of both district and outside agencies, providing background knowledge on mental health and diagnoses, early signs to look for, and next steps. During and following the presentation, an open discussion and question/answer format will be used.			
Lead Person/Position		Year of Training	
Pupil Services & Special Education Department, UPSD Student Assistance Counselors, & Outside Agencies		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Parent Engagement Session, Parenting for Academic Success: This parent engagement session will be presented by the special education department and Montgomery County Intermediate Unit Coordinator. Parents, guardians, and other educational stakeholders will learn various strategies and tools in an effort to engage their child(ren) in the learning process, in an effort to foster academic success in the classroom. Strategies and tools for helping parents and guardians to ensure student academic success will be presented at the different bands of a child's academic career including preschool, elementary, middle, and high school levels. The presentation will offer discussion, question and answer as part of the presentation.	
Lead Person/Position	Year of Training
Special Education Administrators & MCIU Coordinator	2027

Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
QPR (Question, Persuade, Refer) Parent Engagement Session; Session will discuss information on reducing suicidal behaviors by providing innovative, practical and proven suicide prevention training information.			
Lead Person/Position		Year of Training	
QPR Trainers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5 hours	1	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training
IEP Development Training Session: This training session will cover sections VII and VIII of the IEP (team questions, placement, and Penn Data). Special education

teachers, K - 12, will review these required sections of the IEP and be presented with expectations and the process to determine correct levels of support and identifying Penn Data determinations. Examples will be presented and discussed with on-going opportunities for questions throughout presentation.			
Lead Person/Position		Year of Training	
Special Education Administrators		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes	1 annual sessions (1 presentation per building)	District	Building Administrators Special Education Teachers

Description of Training			
IEP Development Training Session: This training session will cover all sections of the IEP, I through VIII. It will be presented to all new special education teacher hires, non-tenured teachers, and any additional special education teachers where identified as a need. The presentation will offer information on required elements of IEP development. An IEP annotated document will be provided to all teachers in attendance for future use and support. On-going questions and discussion will occur throughout the presentation.			
Lead Person/Position		Year of Training	
Special Education Administrators		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	5	District	Building Administrators Special Education Teachers

Description of Training	
Writing Legally Defensible IEPs, Presentation on all sections of the IEP and data to be included for each section	
Lead Person/Position	Year of Training
MCIU TAC, Special Education Administrators	2024
	2026

Hours Per Training	Number of Sessions	Provider	Audience
45	3	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Special Education Documents Professional Development, Review all special education documents that may be used, with availability of annotated documents (IEP, ER/RR, FBA, PBSP, Manifestation Determination, NOREP, and Goal Development)			
Lead Person/Position		Year of Training	
Special Education Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
30	9	District	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date
2024-04-11

Uploaded Files

UPSD Affirmation Statement_7e580dc1.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

Allyn J. Roche...

Date

2024-05-13

