

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 297
School District Total Student Enrollment 1342
Percent of Students Receiving Special Education 22.1

Steering Committee

Name	Position/Role	Building	Email
Jennifer Elliker	Director of Special Education	Kutztown Area SD	jelliker@kasd.org
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Erin Anderson	Building Principal	Greenwich-Lenhartsville El Sch	eanderson@kasd.org
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Barry Flicker	Building Principal	Kutztown Area SHS	bflicker@kasd.org
Danielle Berger	Special Education Teacher	Kutztown Area SD	dberger@kasd.org
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Nancy Diamond	Parent	Kutztown Area SD	ndiamond@kasd.org
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Jan Love	Other	Greenwich-Lenhartsville El Sch	jlove@kasd.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)

Improvement and Planning Activity
Implement early warning systems, at the secondary level, including student data meetings at predetermined benchmarks.
Continue to implement bi-monthly special education meetings with all special education teachers K-12.
Review and update multi-tiered intervention implementation at the elementary level.
Provide staff with inclusion, co-teaching, and de-escalation training to increase students time in the least restrictive environment.
Provide behavior specialist support to staff to increase student success in the LRE.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Public School Enrollment	1) Expand the implementation of multi-tiered interventions and supports at the secondary level 2) Review and update referral process 3) Provide professional development for school psychologist and speech therapists
Least Restrictive Environment	1) Implement early warning systems, at the secondary level, including student data meetings at predetermined benchmarks 2) Review and update multi-tiered intervention implementation at the elementary level 3) Provide staff with inclusion, co-teaching, and de-escalation training to increase students time in the least restrictive environment 4) Provide behavior specialist support to staff to increase student success in the Least Restrictive Environment

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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.)

KASD has no 1306 facilities within our district boundaries. However, if the district would host such students or facilities, it would utilize its staff and resources to ensure those students receive a Free Appropriate Public Education (FAPE), the same as traditional resident students with disabilities receive. The district would work collaboratively with the staff at the 1306 facilities to arrange services like transportation, access to curriculum and extra curricular activities, related services, and the implementation of specially designed instruction in the least restrictive environment starting with our school buildings and the Berks Career and Technology Center. For students of transition age, the district would make available transition plans including goals and activities under the supervision of the District Transition Coordinator. Currently, there are no barriers limiting the district's ability to meet its obligations 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?

KASD communicates with 1306 facilities to ensure student needs are being met within the residential program. The district works collaboratively with a 1306 facility when a student is preparing to transition back to the district. The IEP team will meet, prior to the transition, to review the child's programming needs, and revise the IEP to ensure the student receive the necessary supports and services at KASD.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

The 2021-2022 Special Education Data Report demonstrates KASD has 48.3% of students educated inside the regular classroom setting 80% or more of the day. The State Performance Plan (SPP) target for students educated inside the regular education setting 80% or more of the day is 65%. KASD has 6.6% of students educated inside the regular classroom setting less than 40% of the day. The SPP target for students educated inside the regular classroom setting less than 40% of the day is 8%. The district continues to look for opportunities to increase the amount of time each special education student is in the regular education setting. The IEP team will make all placement decisions based on where the students' needs can best be met with supports and services. The 2021-2022 Special Education Data Report demonstrates KASD has 3.8% of students educated in other settings outside of the school district. The SPP target for students placed in other settings is 4%. KASD currently has less than 10 students with IEPs placed out of the district by their IEP team.

Following Cyclical Monitoring for Continuous Improvement, conducted in 2021, Kutztown Area School District began implementing an action plan to increase the percentage of students educated inside the regular education setting 80% or more of the day. The actionable steps include the following: implementation of an early warning system and data meetings at the secondary level, review and update multi-tiered intervention implementation at the elementary level, professional development focused on inclusion, co-teaching, and de-escalation, and implementation of behavior specialist support to increase student success in the least restrictive environment.

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

KASD employs a Multi-Tiered System of Supports (MTSS) grades K-5 at each elementary building. MTSS ensures high quality core instruction be provided to all students. Universal screenings are utilized four times throughout the year to monitor student growth. Intensive academic interventions in reading, writing, and mathematics are matched to students' needs. The MTSS structure also offers social and behavioral interventions for students. As part of the Comprehensive Plan, the district is implementing a three year action plan to expand MTSS into the secondary schools. By June 2025, all teachers and students will have access to a multi-tiered system of support, which should be exhausted prior to moving a student through the MDE process.

KASD implements Positive School Wide Behavior Supports K-5 at both elementary buildings. The Positive School Wide Behavior Supports encompasses instruction, modeling, reinforcement of appropriate behavior and positive character traits at the school, classroom, and individual level. The Second Step Social-Emotional Learning curriculum is utilized in grades K-8 to build supportive communities for students through social-emotional learning. KASD employs a Student Assistance Program (SAP) in every building, to support students K-12. The goal of the SAP team is to provide school resources for a student to remove barriers which are interfering with the learning process. In addition, KASD partners with local counseling services to provide students with access to counseling services, in the school setting, within the school day.

The district partners with the BCIU to deliver intensive training in the areas of Positive Behavior Supports (PBS) and de-escalation training through Safety-Care. Safety-Care training is a competency-based crisis prevention training program for people who work with individuals who have the potential for aggressive behavior. KASD has trained two teachers to become Quality Behavior Solutions (QBS) Safety-Care trainers. Our trainers provide initial and re-certification Safety-Care training to our faculty. KASD administration ensures a crisis team is trained, in Safety-Care, at each school. Occasionally throughout the year, the district sends faculty to be trained, in Safety-Care, at the BCIU when our district QBS training is not available. In addition to the full Safety-Care training, our district Safety Care trainers provide de-escalation training to select faculty annually.

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

KASD ensures meaningful participation of students with disabilities in the general education curriculum through implementation of specially designed instruction. Examples of specially designed instruction include, but are not limited to: paraprofessional support, pre-teaching/re-teaching lessons, modified curriculum, modified assignments/assessments, use of assistive technology or adaptive equipment, and social skills or executive functioning lessons.

The elementary classrooms K-5 implement the workshop model for reading, writing, and mathematics instruction. The instructional workshops consist of a mini-lesson, workshop, and lesson closure. The workshop model provides whole group and small group instructional opportunities which increases student engagement and promotes independence in a skill.

At the elementary level, the district has implemented Lucy Calkins' Units of Study in Reading and Writing as the primary resource to deliver the English Language Arts curriculum. The instruction is provided in a workshop model. Learners have access to participate in grade-level instruction and receive differentiated intervention based on individualized student need. This level of differentiation across grade level maximizes resources while supporting struggling learners, challenging on-level learners, and enriching accelerated learners.

At the elementary level, the district continues to implement Eureka Math as the primary resource to deliver mathematics instruction. Mathematics instruction is provided through a workshop model allowing students to participate in whole group instruction and receive small group instruction as determined necessary. All elementary students have access to Zearn which provides scaffolded support to pre-teach and or re-teach skills introduced during core instruction.

At the elementary level, a separate intervention and enrichment period is scheduled daily for each grade level. During this period, students receive differentiated academic and/or social/emotional instruction based on their individualized strengths and needs. Related services are also implemented during the intervention and enrichment period. Strategic scheduling of interventions allows students to participate in core instruction. The following research-based programs are available to general education students receiving Tier II and Tier III reading support: My Sidewalks, Heggerty, Sounds and Letters, Touch Phonics, Soar to Success, Read Naturally, Orton Gillingham, and Fountas and Pinnell Levelled

Literacy Intervention. All elementary students have access to the research-based program, Reading Eggs, teaching the skills needed to achieve reading proficiency and academic success. Students requiring Tier II and Tier III mathematics intervention participate in small group instruction following the Concrete Representational Abstract model from PaTTAN. This is a three-stage learning process where students learn through physical manipulation of concrete objects, followed by learning through pictorial representations of the concrete manipulations and ending with solving problems using abstract notation.

At the middle school, the team approach is utilized to maximize the amount of resources for the neediest students. During a common planning time, grade-level team members (general education and special education) can review student data, adjust curriculum, and meet with students and parents on an almost daily basis. Co-taught mathematics is offered in grades six, seven, and eight. At the middle school, an advisory period is scheduled each day for all middle school students. During this period students are able to meet with teachers to complete coursework, receive interventions, obtain academic support, participate in small group instruction to pre-teach and reteach skills, re-test, and when applicable students receive related services.

At the high school, students have the ability to participate in leveled classes including general, academic, honors, and advanced placement courses. Students select their courses with assistance from the school counselor, regular education teachers, and special education teachers. Co-teaching is implemented in a select group of math, science, and social science courses. All high school students are scheduled for Connections. During the Connections period, students are able to register with teachers and get extra help. Students who are experiencing difficulty in any subject area will be encouraged by staff members to take advantage of the opportunity for additional assistance. Students identified as needing additional academic support can be scheduled to participate in an academic support period. The academic support teacher assists students in the understanding of concepts not grasped in the traditional classroom setting while stressing organizational skills, study skills, reading skills, and test-taking skills. A resource room is available to special education students to provide testing accommodations or assistance with studying, assignments, and work completion. The SMART mentoring program is implemented at the high school. SMART provides a manageable structure for student self-reflection and reciprocal sharing of strategies with peers and adults. The program focuses on developing positive interactions between a small group of students, and their assigned upper-class mentor. The framework promotes positive peer and social interactions while identifying student interests and hobbies. The model supports positive study habits, positive interactions with peers, and lifelong productive decision-making. In addition, students or teachers can request a student be tutored by a member of the National Honor Society. Students demonstrating additional academic and behavioral needs can be referred to the Achieve Program. The goal of the Achieve Program is to provide support(s) and resources for qualifying students across the academic, motivational, and behavioral domains as they navigate the challenges of their high school careers. The goal of the Achieve Program is to move students toward graduation while reducing incidents of high school non-completion.

KASD employs approximately 24 special education paraprofessionals that provide direct support to eligible students, K-12, through the continuum of education placements. Many of these dedicated team members spend the majority of their day supporting learners in the general education environment and curriculum.

KASD has provided targeted professional development to increase meaningful participation of students with disabilities in the general education curriculum. Training and technical assistance to assure competencies necessary to maintain maximum integration is obtained by KASD through BCIU, local PaTTANs, and other educational organizations. The district has offered teachers professional development focusing on inclusive practices, co-teaching, de-escalation training, MTSS, and differentiation. In addition, training has been provided on the implementation of our universal screener and data warehouse/data analysis program. KASD has increased district facilitated professional development opportunities for paraprofessionals, offering several in-person training opportunities throughout the 2022/2023 school year facilitated by district and BCIU presenters. Training topics have included opening in-service sessions, Early Reading Skill Builder, Disability Awareness, Data Analysis, Inclusive Practices, and Behavior Goals/Strategies/Data. In addition, newly hired paraprofessionals participate in the BCIU's Paraprofessional Academy.

The Supervisor of Special Education and Principals meet bi-monthly with special education teachers, speech therapists, the district school psychologist, and the district behavior specialist to provide updates and professional development. Individual meetings are held to review student progress, review student programming, and address any concerns.

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

KASD offers all accommodations and supports necessary for students to be included in district sports, sponsored events, and activities. For example, the district has provided a paraprofessional to support student needs during sporting events. In addition, the district has sent paraprofessionals to accompany students on field trips, at school dances, and at evening chorus events that extend well beyond the traditional instructional day.

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?

If a student is placed in an out of district facility, such as an IU-operated classroom or an Approved Private School, the goal is always to have the student learn the replacement behaviors necessary, academic or behavioral, to successfully return to the district building. When considering an out-of-district placement, KASD begins with facilities closest to the district geographically. The district will also, at times, program with the agency operating the out-of-district classroom to allow students to participate in career and technical schools, supported employment programs, or even half days in the KASD building. These students are encouraged to participate in extracurricular activities such as sports, musicals, and other after school events. Of course, these students are also provided every reasonable accommodation to participate, such as transportation and, if necessary, funding for additional supports. Currently the district has seven students placed out of district.

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)

KASD provides a full continuum of special education services. Our district offers the following supports

- K-12 learning support
- K-12 life skills support
- Secondary transition coordinator
- K-12 behavioral specialist support
- K-12 paraprofessional support

The district is committed to providing on-going professional development coupled with the necessary resources to maximize inclusive practices. We actively review our programs and student population to adjust student programming and supports for our students to participate in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story Schools, Wyomissing Campus	Licensed Private Academic		New Story Schools	Autistic Support	1
New Story Schools, New Holland Campus	Licensed Private Academic		New Story Schools	Emotional Support	1
New Story Schools, New Holland Campus	Licensed Private Academic		New Story Schools	Autistic Support	1
River Rock Academy, Amity Campus	Licensed Private Academic		River Rock Academy	Learning Support	1
Northwest Area Elementary School	Other	Total Communications Classroom with local school district	Berks County Intermediate Unit	Deaf and Hard of Hearing Support	1
Centennial School Of Lehigh University	Approved Private School (APS)		Centennial School of Lehigh University	Emotional Support	1
Weiser Decisions	Other	Local School District	Conrad Weiser School District	Emotional Support	1

Positive Behavior Support

Date of Approval
2021-06-21

Uploaded Files
Board Document 113.2.pdf

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

KASD supports the emotional and social needs of students with disabilities through implementation of specially designed instruction including, but not limited to, social skills interventions, paraprofessional support, and the completion of functional behavior assessment and individualized positive behavior supports plans as determined necessary by an IEP team. KASD utilizes the role of the behavior specialist to facilitate student interventions and provide training, observations, coaching, and modeling to district staff working with students with social or emotional needs.

KASD, as required, has a policy dedicated to ensure compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraint with students identified with disabilities. Policy No. 113.2 ensures that the district implements positive behavior support techniques in particular when programming for students with behaviors that require de-escalation techniques and at times immediate intervention. No matter the situation, staff are trained to intervene and to do so in the safest manner possible within the least restrictive environment.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The district partners with the BCIU to deliver intensive training in the areas of Positive Behavior Supports (PBS) and de-escalation training through Safety-Care. Safety-Care training is a competency-based crisis prevention training program for people who work with individuals who have the potential for aggressive behavior. KASD has trained two teachers to become Quality Behavior Solutions (QBS) Safety-Care trainers. Our trainers provide initial and re-certification Safety-Care training to our faculty.

The administration team ensures a crisis team is trained, in Safety-Care, at each school. The crisis teams consist of a select group of administrators, teachers, paraprofessionals, and district staff. The crisis team participates in Quality Behavior Solutions (QBS) Safety-Care recertifications training annually to keep their certifications active. Occasionally throughout the year, the district sends faculty to be trained, in Safety-Care, at the BCIU when our district QBS training is not available.

In addition to the full Safety-Care training, our district has partnered with the BCIU to offer teachers professional development focusing on de-escalation strategies, inclusive practices, and behavior assessment and intervention. The district will continue to bring in consultants to support students that demonstrate a pattern of disruptive and aggressive behaviors and the staff that educate them. The goal always remains to teach children appropriate replacement behaviors and to educate them in the least restrictive environment.

3. Describe the district positive school wide support programs.

KASD implements Positive School Wide Behavior Supports K-5 at both elementary buildings. The Positive School Wide Behavior Supports encompasses instruction, modeling, reinforcement of appropriate behavior and positive character traits at the school, classroom, and individual level. The Second Step Social-Emotional Learning curriculum is utilized in grades K-8 to build supportive communities for students through social-emotional learning. KASD employs a Student Assistance Program (SAP) in every building, to support students K-12. The goal of the SAP team is to provide school resources for a student to remove barriers which are interfering with the learning process. In addition, KASD partners with local counseling services to provide students with access to counseling services, in the school setting, within the school day.

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

KASD partners with Concern to provide students with school based outpatient therapy to allow students to access traditional outpatient therapy within the school setting. Concern school based therapy is available at all KASD buildings. Similarly, we partner with Caron Foundation to facilitate small group social and emotional skill lessons to select students within the school setting. A Communities in Schools internship social work program is implemented at the high school to provide additional support to students. KASD also works collaboratively with private organizations that offer counseling services to students. These counselors, behavior specialists, therapeutic support staff/behavioral health technicians, psychologists and psychiatrists are often invited to IEP meetings. The District obtains signed permission to exchange information in each student file when working with outside agencies.

5. Describe the district restraint procedure.

KASD's plan is not to eliminate the use of restraints, but rather maintain the use of no restraints. This is done by ongoing training in conducting FBAs, implementing Positive Behavior Support Plans, working with the BCIU for consultation in the classrooms, inviting outside providers into our classrooms (with parent approval) to work with children and staff, and ongoing collaboration with parents and guardians. If a restraint does occur, the parents are notified the same day and a meeting is offered. The meeting with the parent only does not occur if the parent waives the meeting. If the parent does waive the meeting, the building administration, Supervisor of Special Education, and any staff that may have been involved convene to reflect on the incident and discuss what could be done differently and consider recommendations for revisions to the child's program. KASD reports all restraints of special education students as required by the regulatory authority. The District utilizes the on-line reporting system (RISC) to report any restraints and does so in the necessary timelines.

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.

Kutztown Area School District has a strong history of providing FAPE to all of its students eligible for Special Education services. It works collaboratively with BCIU to access their programs. The district has also built and maintained relationships with private and Approved Private Schools in Berks County and the surrounding areas.

If an IEP team needs support in making these connections when looking to program for hard to place students, they can contact the KASD Student Services Department for support. The department organizes and maintains contact information, type of students served information, and application and enrollment process information for private and Approved Private Schools. If an IEP team needs further assistance, the district can contact the BCIU Interagency Representative or the district's Single Point of Contact for additional guidance and support.

The district has historically been very successful in programming for students within district operated classrooms and buildings. Currently there are only seven students being educated in out-of-district buildings as the result of an IEP team decision. This is due greatly to the approximately 23 paraeducators providing additional support to all students, but in particular, to our more involved students along the continuum of placements within the district. It is also attributed to ongoing staff development and our relationships with agency providers.

One of the key components to the district's success in avoiding situations that result in hard-to-place students is the pro-active nature of staff and administration communicating with parents/guardians and families. The district ensures the parents/guardians are active members of all placement decisions and movement along the least restrictive environment continuum within the district and out of the district.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Therapist (MM)	Multiple	Full-time (1.0)	03/07/2023 03:30 PM

Building Name		
Kutztown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
This position is a speech and language pathologist that services students in kindergarten through grade five in this building. Small group instruction does not exceed a three-year difference in age range.		0.54

Building Name		
Kutztown Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 21
Age Range Justification		FTE %
This position is a speech and language pathologist that services students in grade nine through twelve in this building. Small group instruction does not exceed a four-year difference in age range.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Therapist (AD)	Multiple	Full-time (1.0)	03/07/2023 03:20 PM

Building Name		
Greenwich-Lenhartsville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
This position is a speech and language pathologist that services students in kindergarten through grade five in this building. Small group instruction does not exceed a three-year difference in age range.		0.58

Building Name		
Kutztown Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
This position is a speech and language pathologist that services students in grade six through eight in this building. Small group instruction does not exceed a three-year difference in age range.		0.4

Building Name		
Kutztown Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Teacher on Special Assignment	Multiple	Full-time (1.0)	02/14/2023 11:52 AM

Building Name		
Kutztown Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.05

Building Name		
Kutztown Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Life Skills Teacher	Secondary	Full-time (1.0)	02/14/2023 11:40 AM

Building Name		
Kutztown Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.		0.1

Building Name		
Kutztown Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.		0.47

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (LW)	Secondary	Full-time (1.0)	02/14/2023 11:58 AM

Building Name

Kutztown Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.26

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (LC)	Secondary	Full-time (1.0)	02/14/2023 11:59 AM

Building Name
Kutztown Area SHS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Kutztown Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support (AA)	Secondary	Full-time (1.0)	02/14/2023 04:26 PM

Building Name		
Kutztown Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Kutztown Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

Building Name		
Kutztown Area SHS		
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	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education Transition Coordinator	Secondary	Full-time (1.0)	02/14/2023 12:05 PM

Building Name		
Kutztown Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.26

Building Name		
Kutztown Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Life Skills Teacher	Secondary	Full-time (1.0)	02/14/2023 12:06 PM

Building Name		
Kutztown Area 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Kutztown Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Life Skills Teacher	Elementary	Full-time (1.0)	02/14/2023 12:08 PM

Building Name		
Kutztown El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.		0.05

Building Name		
Kutztown El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.		0.15

Building Name		
Kutztown El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Teacher Grade 7	Secondary	Full-time (1.0)	02/14/2023 03:49 PM

Building Name		
Kutztown Area 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 %

	0.1
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Building Name		
Kutztown Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Teacher Grade 6	Secondary	Full-time (1.0)	02/23/2023 09:10 AM

Building Name		
Kutztown Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.18

Building Name		
Kutztown Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GES Learning Support Teacher (JN)	Elementary	Full-time (1.0)	02/14/2023 03:54 PM

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

Building Name

Greenwich-Lenhartsville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GES Learning Support Teacher (MS)	Elementary	Full-time (1.0)	02/14/2023 03:58 PM

Building Name		
Greenwich-Lenhartsville El Sch		
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	5 to 7
Age Range Justification		FTE %
		0.04

Building Name
Greenwich-Lenhartsville El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has determined the program position best meets the needs of the student currently outside of the age range variance. The IEP team will also address the age range variance in that child's IEP documents.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GES Learning Support Teacher (HC)	Elementary	Full-time (1.0)	02/14/2023 04:26 PM

Building Name		
Greenwich-Lenhartsville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.08

Building Name

Greenwich-Lenhartsville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KES Learning Support Teacher (BW)	Elementary	Full-time (1.0)	02/14/2023 04:01 PM

Building Name		
Kutztown 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	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Kutztown El Sch		
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	Elementary	10 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KES Learning Support Teacher (JM)	Elementary	Full-time (1.0)	02/14/2023 04:03 PM

Building Name		
Kutztown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KES Learning Support Teacher (VG)	Elementary	Full-time (1.0)	02/14/2023 04:05 PM

Building Name		
Kutztown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team has determined the program position best meets the needs of the student currently outside of the age range variance. The IEP team will also address the age range variance in that child's IEP documents.		0.22

Building Name
Kutztown El Sch
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Teacher Grade 8	Secondary	Full-time (1.0)	02/23/2023 09:18 AM

Building Name		
Kutztown Area 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	13 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Kutztown Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.85

Special Education Facilities

Building Name		Room #
Kutztown Area MS		201
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2023-02-17		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Kutztown Area MS		211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 9 inches x 25 feet, 4 inches	855sqft	30
Implementation Date		
2023-02-17		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Kutztown El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 9 inches x 27 feet, 0 inches	722sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Kutztown El Sch		406
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 7 inches x 25 feet, 7 inches	705sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Kutztown El Sch		409
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 5 inches x 27 feet, 2 inches	934sqft	33
Implementation Date		
2023-02-17		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Kutztown El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 3 inches x 26 feet, 9 inches	996sqft	35
Implementation Date		
2023-02-17		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Kutztown El Sch	505

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 10 inches x 14 feet, 7 inches	347sqft	12
Implementation Date		
2023-02-17		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Greenwich-Lenhartsville El Sch		B100
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 3 inches x 22 feet, 8 inches	844sqft	30
Implementation Date		
2023-02-17		
Uploaded Files		

8Assurance 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	

Building Name		Room #
Greenwich-Lenhartsville El Sch		B105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 3 inches x 22 feet, 7 inches	841sqft	30
Implementation Date		
2023-02-17		
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	

Building Name		Room #
Greenwich-Lenhartsville El Sch		A100
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 3 inches x 22 feet, 3 inches	806sqft	28
Implementation Date		
2023-02-20		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Greenwich-Lenhartsville El Sch		MTSS Resource Room
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 10 feet, 8 inches	149sqft	5
Implementation Date		
2023-02-17		
Uploaded Files		

11 Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Kutztown Area MS		104
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 25 feet, 4 inches	852sqft	30
Implementation Date		
2023-02-17		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Kutztown Area MS		204/205
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
51 feet, 0 inches x 35 feet, 0 inches	1785sqft	63

Implementation Date
2023-02-17
Uploaded Files

13 Assurance Check

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

Building Name		Room #
Kutztown Area MS		235
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 10 inches x 10 feet, 1 inches	149sqft	5
Implementation Date		
2023-02-17		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Kutztown Area SHS		B13
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 1 inches x 19 feet, 4 inches	465sqft	16
Implementation Date		
2023-02-17		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Kutztown Area SHS		D14
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 31 feet, 0 inches	434sqft	15
Implementation Date		
2023-02-17		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Kutztown Area SHS		D15
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 11 inches x 31 feet, 0 inches	648sqft	23
Implementation Date		
2023-02-17		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Kutztown Area SHS		E12
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 6 inches x 22 feet, 10 inches	833sqft	29
Implementation Date		
2023-02-17		
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	

Building Name		Room #
Kutztown Area SHS		E9
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
42 feet, 2 inches x 31 feet, 0 inches	1307sqft	46
Implementation Date		
2023-02-17		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Kutztown Area SHS		E10
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
56 feet, 1 inches x 31 feet, 0 inches	1738sqft	62
Implementation Date		
2023-02-17		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Kutztown Area MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 5 inches x 32 feet, 1 inches	1072sqft	38
Implementation Date		
2023-02-17		
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	

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	24	District Wide	District
School Psychologist	1	District Wide	District
Director of Special Education	.55	District Wide	District
Occupational Therapist	.5	District Wide	Contractor
Occupational Therapist	.8	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor
Physical Therapist	.1	District Wide	Contractor
Other	.1	District Wide	Contractor
Other	.02	District Wide	Contractor
Other	.02	District Wide	Contractor
Other	.1	Secondary	Contractor
Physical Therapist	.15	District Wide	Contractor
Other	.3	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Co-Teaching Cohort Professional Development			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Inclusive Practices Professional Development			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hour	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Understanding Autism and Strategies to Build Success for Students with Autism			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hour	1	District Intermediate Unit	Building Administrators Central Office Administrators

		PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers
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Positive Behavior Support

Description of Training			
QBS Safety Care Initial Certification			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
QBS Safety Care Annual Recertification			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
De-escalation Professional Development			
Lead Person/Position		Year of Training	
District and District Identified Facilitators		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Review and update social/emotional curricular resources K-12			
Lead Person/Position		Year of Training	
Supervisor of Special Education, Curriculum Director, and Behavior Specialist		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Professional development focused on social, emotional, and behavioral supports for students			
Lead Person/Position		Year of Training	
District and District Identified Facilitator		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience

1.5	1	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
QBS Safety Care Initial Training			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District Intermediate Unit	Paraprofessionals

Description of Training			
QBS Safety Care Recertification Training			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Paraprofessionals

Description of Training	
Professional development related to: behavior strategies, academic interventions and curricular resources, inclusive practices, disability awareness, technology related training, data analysis, and executive functioning.	
Lead Person/Position	Year of Training

District, BCIU, and PaTTAN		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	6	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Role specific training and collaboration			
Lead Person/Position		Year of Training	
District Administrators and Special Education Teachers		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals

Transition

Description of Training			
Transition Planning Related to Student Path to Graduation (Audience: Grades 6-12 Special Education Teachers)			
Lead Person/Position		Year of Training	
District and BCIU		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Special Education Teachers

Description of Training	
Transition Plan Overview (Audience: Grades K-5 Special Education Teachers)	
Lead Person/Position	Year of Training

District		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Quarterly Update Related to Transition Planning (Audience: Grades 6-12 Special Education Teachers)			
Lead Person/Position		Year of Training	
District Transition Coordinator		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
.25	4	District	Special Education Teachers

Description of Training			
Berks County Transition Coordinator Council Meetings			
Lead Person/Position		Year of Training	
BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	5	Intermediate Unit	Other

Description of Training			
Effective Transition for College-Bound Students with Disabilities Parent Training			
Lead Person/Position		Year of Training	
District Transition Coordinator		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents

			Paraprofessionals Special Education Teachers
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Description of Training			
IEP Transition Planning Parent Training			
Lead Person/Position		Year of Training	
BCIU and District Transition Coordinator		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
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

Science of Literacy

Description of Training			
Audit of Special Education Reading Interventions			
Lead Person/Position		Year of Training	
District Administration		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Orton Gillingham Morphology Plus Reading Intervention Teacher Training (Audience: Primary Elementary Learning Support Teachers)			
Lead Person/Position		Year of Training	
District Administration		2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
30	1	District Intermediate Unit Other	Special Education Teachers

Description of Training			
Professional Development Related to Multi-Tiered System of Supports (MTSS)			
Lead Person/Position		Year of Training	
District Administration		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Special Education Reading Intervention Collaboration			
Lead Person/Position		Year of Training	
District		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	2	District	Special Education Teachers

Description of Training			
Structured Literacy Training			
Lead Person/Position		Year of Training	
District and District Identified Facilitators		2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
Parent Training Related to: IEP paperwork and special education timelines, inclusive practices, behavior support, transition, understanding Autism & strategies to build success for students with Autism			
Lead Person/Position		Year of Training	
District Administration		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Berks County Intermediate Unit Local Task Force			
Lead Person/Position		Year of Training	
BCIU		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience

1	5	Intermediate Unit	Building Administrators Central Office Administrators Parents
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IEP Development

Description of Training			
Individualized Education Plan and Re-evaluation Report Development Session			
Lead Person/Position		Year of Training	
District Administration		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Special Education Teachers

Description of Training			
Continuous Special Education Paperwork Review and Training			
Lead Person/Position		Year of Training	
District Administration		2023/2024, 2024/2025, 2025/2026	
Hours Per Training	Number of Sessions	Provider	Audience
.5	5	District	Building Administrators Special Education Teachers

Description of Training	
Accommodations or Specially Designed Instruction? Professional Development on the Differences between Section 504 and the IDEA.	
Lead Person/Position	Year of Training

District Administration and School Psychologist		2023/2024 (Implementation), 2024/2025 and 2025/2026 (As determined necessary by needs assessment)	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

