

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 1150

School District Total Student Enrollment 6920

Percent of Students Receiving Special Education 16.6

## Steering Committee

Name	Position/Role	Building	Email
Nicole Roy	Director of Special Education	Tredyffrin-Easttown SD	royn@tesd.net
Dr. Richard Gusick	Superintendent	Tredyffrin-Easttown SD	gusickr@tesd.net
Dr. Wendy Towle	Director of Curriculum	Tredyffrin-Easttown SD	towlew@tesd.net
Kate Parker	Other	Tredyffrin-Easttown SD	parkerk@tesd.net
Lisa Snyder	Other	Tredyffrin-Easttown SD	snyderl@tesd.net
Dr. Anthony DiLella	Other	Tredyffrin-Easttown SD	dilellaa@tesd.net
Diane Tallman	Other	Tredyffrin-Easttown SD	tallmand@tesd.net
Dr. Ellen Turk	Building Principal	Valley Forge MS	turke@tesd.net
Michelle Staves	Building Principal	Hillside El Sch	stavesm@tesd.net
Dr. Patrick Boyle	Building Principal	Conestoga SHS	boylep@tesd.net
Anne Busciacco	General Education Teacher	Valley Forge MS	busciaccoa@tesd.net
Megan Szymendera	General Education Teacher	Devon El Sch	szymendera_megan@tesd.net
Melissa Pacitti	General Education Teacher	Conestoga SHS	pacittim@tesd.net
Dr. Elizabeth DePascale	Special Education Teacher	Hillside El Sch	depascalee@tesd.net
Nicole Riley	Special Education Teacher	New Eagle El Sch	rileyn@tesd.net
Allison Brazunas	Special Education Teacher	Valley Forge MS	brazunasa@tesd.net
Mary Parente	Special Education Teacher	Tredyffrin-Easttown MS	parentem@tesd.net
Mike DeVitis	Special Education Teacher	Conestoga SHS	devitism@tesd.net
Maryann Piccioni	Board Member	Tredyffrin-Easttown SD	piccionim@tesd.net
Dr. Chris Groppe	Other	Tredyffrin-Easttown SD	groppec@tesd.net
Tanja Praefcke	Parent	Tredyffrin-Easttown SD	tanja.praefcke@praefcke.com
Kathleen Mascaro	Parent	Conestoga SHS	Kathleenmascaro@yahoo.com
Jamie Lynch	Parent	Valley Forge MS	jamiemartinlynch@gmail.com

## 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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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
No trends were noted	



# Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
No trends were noted	

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The District is currently in warning status under the area of Specific Learning Disability.	

## 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 TESD would contract with the Chester County Intermediate Unit (CCIU) to act as LEA on their behalf to ensure that all the obligations under Section 1306 are satisfied. The CCIU would serve as liaison between the District and the non-resident programs within Chester County. A PA certified special education teacher would be providing the services to the students in need. These obligations include but are not limited to the following:

- Seeking the advice or input of the resident district with regard to educational services for the student.
- Meeting the Child Find obligations outlined in IDEA and Chapter 14.
- Ensuring that all students identified with a disability receive a Free and Appropriate Public Education.
- Ensure that all students are educated in the least restrictive environment. The school district in conjunction with The Chester County Intermediate Unit would be responsible for Child find, IEP development, educational placement, and providing FAPE.

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

Through the contract with the Chester County Intermediate Unit, the CCIU service coordinators monitor student progress in collaboration with facility staff to receive regular updates on student performance. The service coordinators have access to student educational records, including student progress reports, and communicate with parents regarding progress. As necessary, the service coordinator arranges IEP meetings, annuals and revisions, and is involved in determining if students are accessing their educational program, working with the IEP team to explore less restrictive educational placement options where appropriate. The School District is updated on the student's progress by the service coordinator and when transition conversations begin in the IEP meeting a school district representative attends the meeting to ensure that all of the proper procedures are followed for a return to school.

## 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 2019-20 SEDR reflects the following data: - TESD - 76.4% - special education inside the regular classroom 80% or more; this is 14.9% better than the state average of 61.5% - TESD - 2.8% - special education inside the regular classroom less than 40%; this is 6.8% less than the state average of 9.6% - TESD - 4.4% - special education in other settings; this is .4% better than the state average of 4.8% These scores do not indicate any areas of need for improvement.

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?

Tredyffrin/Easttown School District works to ensure that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children, and that removal from the regular education environment only occurs when the IEP team has determined that, even with supplementary aids and services, the student may not obtain meaningful educational benefit. Some examples of supplemental aids and services that might be used to assist special education students in regular classes include, but are not limited to: a structured learning environment, repeating and simplifying instructions about in-class and homework assignments, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting class schedules, modifying test delivery, using assistive technology, computer-aided instruction and other audio-visual equipment, modified textbooks or workbooks, tailoring homework assignments, reducing class size, classroom aides and note takers. The District provides a full range of pre-referral intervention services to support students in the regular education environment. These services encompass academic, behavior, emotional and social needs. Each level (elementary, middle, and high school) has building level intervention teams that meet regularly to review student progress and identify needs. These teams can be comprised of a building administrator, school counselor, school psychologist, reading specialist, math specialist, regular education teachers and special education teachers. The most widely received service at the elementary level consists of reading support, during which students receive a continuum of supports from their classroom teacher, reading paraeducator and/or the reading specialist. Student progress data is reviewed regularly by the building teams. The team is charged with identifying if a student should be exited from that service, if the student should continue, or if the school should propose a multi-disciplinary evaluation to determine eligibility for special education. A newer addition to our pre-referral services at the secondary levels (grades 5-12) has been the implementation of a multi-tiered intervention (MIT) teacher. Comprised of one teacher at each middle school and two teachers at the high school, these teachers work with students identified through the building teams for a short-term intervention during which the student is provided instruction and support in the identified areas of need. The most typical reasons for referral involve executive functioning tasks such as organizing materials. After four to six weeks, the MIT teacher reports back to the building team at regular intervals on each students' progress and the team identifies whether the student should be exited from this intervention, continued, or if the school should propose a multi-disciplinary evaluation to determine eligibility for special education. If a student is found eligible for special education services, each IEP team is charged with the responsibility to consider the full range of supports and services that can be implemented in the regular classroom. During the IEP meeting, the team reviews specific questions to determine the least restrictive environment for that student. Plans are revised as needed to modify the range of supports. Student progress is monitored to ensure that meaningful progress is made. Special education staff have been trained in a variety of curriculum-based assessment approaches and student progress tracking methods. Special education faculty work closely with general education teachers to ensure that students with disabilities can access the general education curriculum and meet the educational standards for those programs alongside their typical peers. Specially designed instruction, delivered in the multiple environments, is derived from, and closely linked to the general curriculum. Only when the IEP team has determined that meaningful progress cannot be made, even with a full range of supports and services in the regular classroom, can more restrictive placements be considered. School teams have used a matrix planning format to consider and determine the following: 1) the appropriateness of particular mainstreaming

opportunities; 2) how the student's IEP goals can be systematically matched to the general curriculum in all subject areas; 3) how inclusive practices such as differentiated instruction can be used to implement each student's program; 4) the educational benefits available to the student in a regular education classroom with supplementary aids and services, as compared to the benefits of a segregated special education classroom; and 5) the possible negative effect of the student's inclusion on the other children's education. The District works collaboratively with CCIU consultants who provide technical assistance to maintain students in the least restrictive environment.

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 district has partnered with a private consulting company to support students and their successful inclusion in the Least Restrictive Environment. In the summer of 2021, 10 teachers participated in a half day training entitled Essentialization of Curriculum, followed by individual work with the consultants to essentialize the curriculum for students with low incidence disabilities participating in the regular education curriculum. Teachers learned how to use Universal Design to pull out the essential concepts for learning to best support their students. The district also works with the CCIU to work through the SAS Toolkit with individual students and families. The Seminar courses in both 9th and 10th grade (Literary foundations and American Voices) are designed for students who require extra support or instruction in reading as recommended by the middle school reading support specialists, counselors or learning support teachers. Students in the seminar courses read the same core texts but received additional instruction regarding reading comprehension strategies that will help navigate the more challenging texts in the curriculum successfully as well as additional writing support to practice and master various modes of writing. The class is taught by a certified English teacher and reading specialist.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students who are interested in participating in before and/or after school activities (e.g., sports, clubs, homework supports, etc.) and need adult support, such as a personal care assistant, in order to participate safely and meaningfully are provided with that support for the duration of their participation. In the event a student is in need of augmentative communication they are provided the appropriate devices. The supplementary aids and services delivered are dependent upon a student's need. Some examples of supplemental aids and services that might be used to assist special education students in extra curricular activities include, but are not limited to: repeating and simplifying instructions, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting schedules, using assistive technology, computer-aided instruction and other audio-visual equipment, tailoring homework assignments, classroom aides and note takers.

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

Students attending approved private schools who are interested in participating in public school extracurricular programs are invited to attend. This is discussed in the student's IEP meeting. The team reviews the student's specially designed instruction to determine what services are applicable to the extracurricular activity. Students who are interested in participating in before and/or after school activities (e.g., sports, clubs, homework supports, etc.) and need adult support in order to participate safely and meaningfully are provided with that support for the duration of their participation. Some examples of supplemental aids and services that might be used to assist special education students in extra curricular activities include, but are not limited to: repeating and simplifying instructions, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting schedules, using assistive technology, computer-aided instruction and other audio-visual equipment, tailoring homework assignments, classroom aides and note takers.

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)

According to the 2019-2020 SEDR, TESD has 4.4% of its special education population in out of District programming (State = 4.8%). This group is comprised of students that exceed the current special education programs of the District, even with supplementary supports and services. The District provides a continuum of services for all types of support. The three largest groups of students, making up approximately 55% of the students educated outside the district, are in programs not readily replicated within the school district. Students in MDS programs outside the district have many concomitant health issues that make it preferable for them to be in a specialized setting. Students receiving Learning or Emotional Support at CCIU - Technical College High School - Pickering are, by choice, remaining at the career and technical school setting for the full day to take advantage of the academic offerings that are not as easily scheduled in their home school. Most students receiving Emotional Support outside the district are receiving integrated mental health services as they work toward completing coursework in a smaller, less stressful setting.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
CCIU Transition Living Program	Other	Chester County Intermediate Unit	Chester County Intermediate Unit	Autistic Support	1
CCIU Transition Living Program	Other	Chester County Intermediate Unit	Chester County Intermediate Unit	Life Skills Support	2
CCIU Teach at CDC	Other	Intermediate Unit Program	Chester County Intermediate Unit	Autistic Support	1
CCIU Teach at CDC	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	1
CCIU Teach at Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	4
CCIU Transitional Work Program- Brandywine	Other	Intermediate Unit Program	Chester County Intermediate Unit	Learning Support	1
CCIU Transitional Work Program- Brandywine	Other	Intermediate Unit Program	Chester County Intermediate Unit	Life Skills Support	1
CCIU Transitional Work	Other	Intermediate Unit	Chester County	Autistic Support	1

Program- Pickering		Program	Intermediate Unit		
CCIU Transitional Work Program- Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Learning Support	2
Lifeworks Academy	Licensed Private Academic			Autistic Support	2
CCIU Child Career & Development Center	Other	Intermediate Unit Program	Chester County Intermediate Unit	Learning Support	1
CCIU Child Career & Development Center	Other	Intermediate Unit Program	Chester County Intermediate Unit	Autistic Support	1
CCIU Child Career & Development Center	Other	Intermediate Unit Program	Chester County Intermediate Unit	Multiple Disabilities Support	7
CCIU Child Career & Development Center	Other	Intermediate Unit	Chester County Intermediate Unit	Emotional Support	1
CCIU Child Career & Development Center	Other	Intermediate Unit	Chester County Intermediate Unit	Life Skills Support	1
Davidson School	Approved Private School (APS)			Autistic Support	1
Devereux CIDDS	Approved Private School (APS)			Autistic Support	1
Devereux Kanner	Approved Private School (APS)			Life Skills Support	1
George Crothers Memorial	Approved Private School (APS)			Multiple Disabilities Support	2
HMS School For Children with Cerebral Palsy	Approved Private School (APS)			Multiple Disabilities Support	2
Melmark School	Approved Private School (APS)			Autistic Support	1
Pathway School Lower	Approved Private School (APS)			Emotional Support	1
Royer Greaves School For Blind	Approved Private School (APS)			Multiple Disabilities Support	1
Timothy School	Approved Private School (APS)			Autistic Support	5
Vanguard School	Approved Private School (APS)			Autistic Support	5
Vanguard School	Approved Private School (APS)			Learning Support	1



Vanguard School	Approved Private School (APS)			Life Skills Support	1
Cottage Seven	Licensed Private Academic			Emotional Support	1
CCIU CHAAMP	Other	Intermediate Unit Program	Chester County Intermediate Unit	Autistic Support	2
CCIU Gateway at Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Autistic Support	1
CCIU Gateway at Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	6
CCIU Gateway Middle School	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	2
CCIU Learning Center	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	1
CCIU REACH-SKL	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	1
CCIU TCHS Brandywine	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	1
CCIU TCHS Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Autistic Support	1
CCIU TCHS Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Deaf and Hard of Hearing Support	1
CCIU TCHS Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	5
CCIU TCHS Pickering	Other	Intermediate Unit Program	Chester County Intermediate Unit	Learning Support	20
CCIU TEACH-SKL	Other	Intermediate Unit Program	Chester County Intermediate Unit	Emotional Support	1

## Positive Behavior Support

Date of Approval  
2021-01-05

### Uploaded Files

R6200 - Regulation for Positive Behavioral Support.pdf  
p6200 - Positive Behavior Support.pdf

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

The District has implemented two research-based programs that teach pro-social skills and reinforce a school climate that can sustain positive behavior support approaches. These programs are PATHS (Promoting Alternative Thinking Skills) and the Olweus Bullying Prevention Program. PATHS and Olweus are implemented in all five elementary schools. Olweus extends to the middle schools from grades five through eight. To support the needs of students with emotional disabilities, the Penn Resiliency Program continues to be implemented with ongoing training within the Emotional Support Program in grades K-12. This program is a research-based curriculum grounded in cognitive-behavioral principles. Students learn to develop skills to respond socially appropriately, and effectively to problems and adversities they may encounter throughout their day.

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.

Three District staff are trained as Safety Care Trainers to provide ongoing support and additional training to district staff throughout the year. The Safety Care Trainers train select District staff to be Safety Care Specialists. The program objectives include the following preventive techniques: 1) Create a positive, supportive, and enriched physical and social environment; 2) Teach functional alternatives to challenging behavior; 3) Prevent behavioral crises whenever possible using the least restrictive interventions most likely to be effective; 4) Manage behavioral crises safely and therapeutically; 5) Minimize the intensity and duration of behavioral crises; 6) Decrease the future likelihood of behavioral crises. Multiple trainings are held every year. Staff not yet certified or staff with lapsed certification must participate in the 12-hour initial training program. Staff with current certification status must participate in the 6-hour refresher training. Certification lasts for 12 months. Staff members are chosen based on student needs. The LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN. The District utilizes consultative support services through the Autism Team and Behavior Support Team offered by the CCIU to assist teams with individual students in behavior support, sensory integration, toilet training, and life skills. Teachers have been trained to conduct Functional Behavior Assessments (FBA) and develop Positive Behavior Support Plans (PBSP) to increase opportunities for inclusion for their students. Ongoing support and collaboration for FBAs and PBSPs are provided by Board Certified Behavior Analysts who regularly work in each school. In addition, each building has a team comprised of school personnel trained to implement appropriate de-escalation strategies in response to crises.

3. Describe the district positive school wide support programs.

Each level has developed its appropriate developmental system for reinforcing positive pro-social behaviors. For example, elementary schools utilize Zones of Regulation curriculum/language in their schools. Each elementary implements its school-wide character-building theme that changes from year to year.

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

6.5 Contracted Behavior Specialists (BCBAs) work full time in the district to support the students with behavioral needs K-12. Five mental health specialists work as full-time employees of the District to serve the needs of students K-12. The District has partnered with local agencies such as COAD, Caron Foundation, Child Guidance Resource Center, and Lakeside Educational Network to supplement counseling services. We also work with CCIU Program called ATTEND to address school avoidant behaviors at the elementary, middle, and high school levels.

5. Describe the district restraint procedure.

The parents are given notice when restraint is used. An IEP meeting is offered to the parent to be held within ten school days of the incident. The purpose of the meeting is to review and discuss the current FBA and PBSP. The PBSP includes specific interventions to address the student's behavior and is integrated into the IEP. If the student requires restraints, it is identified when and how restraints will be used within the PBSP. In addition, the student is taught alternative skills as part of the IEP. The goal specifies the socially acceptable alternative skill to be taught.

## 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.

We currently have one student whose placement is Instruction in the Home. Placement is due to our student's medically fragile state. This student actually resides in a hospital so his instruction is considered in his home. The SES report was reviewed, and there were no areas of concerns based on this review.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS4796	Elementary	Full-time (1.0)	02/08/2022 10:18 AM

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<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NS4579	Secondary	Full-time (1.0)	02/08/2022 09:36 AM

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<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KO2631	Elementary	Full-time (1.0)	02/08/2022 09:32 AM

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ED4252	Elementary	Full-time (1.0)	02/08/2022 09:08 AM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VS4659	Secondary	Full-time (1.0)	01/20/2022 02:07 PM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.44



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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NS4575	Elementary	Full-time (1.0)	01/20/2022 01:59 PM

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Valley Forge El Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD5738	Elementary	Full-time (1.0)	01/20/2022 01:54 PM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MP4462	Secondary	Full-time (1.0)	01/20/2022 01:21 PM

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<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AW4677	Elementary	Full-time (1.0)	12/03/2021 09:01 AM

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<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW2872	Elementary	Full-time (1.0)	12/03/2021 08:56 AM

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW5731	Elementary	Full-time (1.0)	01/27/2022 07:59 PM

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
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<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance		0.16

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EW5702	Secondary	Full-time (1.0)	12/03/2021 08:46 AM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KW2612	Secondary	Full-time (1.0)	12/02/2021 03:48 PM

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

	0.02
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<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RT5877	Secondary	Full-time (1.0)	12/02/2021 03:36 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NT5620	Secondary	Full-time (1.0)	12/02/2021 03:26 PM

<b>Building Name</b>		
Tredyffrin-Easttown MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KS2939	Multiple	Full-time (1.0)	12/02/2021 03:20 PM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KS4560	Elementary	Full-time (1.0)	12/02/2021 03:10 PM

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CS3675	Secondary	Full-time (1.0)	12/02/2021 03:04 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LR8834	Multiple	Full-time (1.0)	02/16/2022 03:10 PM

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



<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Valley Forge El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Valley Forge El Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AR5521	Secondary	Full-time (1.0)	01/20/2022 02:12 PM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NR5338	Elementary	Full-time (1.0)	12/02/2021 02:41 PM

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

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

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BR4792	Elementary	Full-time (1.0)	12/02/2021 02:32 PM

<b>Building Name</b>	
Devon El Sch	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DP4441	Secondary	Full-time (1.0)	12/02/2021 01:39 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OP4641	Elementary	Full-time (1.0)	12/02/2021 01:28 PM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JP3042	Secondary	Full-time (1.0)	12/02/2021 01:13 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		29
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17



<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LO5386	Elementary	Full-time (1.0)	12/02/2021 01:00 PM

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM1549	Secondary	Full-time (1.0)	12/02/2021 12:55 PM

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<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM4248	Elementary	Full-time (1.0)	12/02/2021 12:51 PM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

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

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM4674	Secondary	Full-time (1.0)	12/02/2021 12:45 PM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM4578	Secondary	Full-time (1.0)	12/02/2021 12:29 PM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KM1329	Secondary	Full-time (1.0)	12/02/2021 11:57 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AM3676	Secondary	Full-time (1.0)	12/02/2021 11:42 AM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EM4785	Secondary	Full-time (1.0)	12/02/2021 11:38 AM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1



<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KM4301	Elementary	Full-time (1.0)	12/02/2021 11:30 AM

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

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JLB4693	Secondary	Full-time (1.0)	12/02/2021 11:20 AM

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<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Autistic Support		

<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SK5213	Secondary	Full-time (1.0)	12/02/2021 11:12 AM

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<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KK3307	Secondary	Part-time (0.5)	12/02/2021 10:50 AM

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

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

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TK1449	Secondary	Full-time (1.0)	12/02/2021 10:35 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DJ4197	Elementary	Full-time (1.0)	12/02/2021 10:19 AM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)	8	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>	<b>FTE %</b>	
	1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH2848	Secondary	Full-time (1.0)	12/02/2021 10:14 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MG2114	Secondary	Full-time (1.0)	12/02/2021 09:54 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG2335	Secondary	Full-time (1.0)	12/02/2021 09:44 AM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RG1333	Secondary	Full-time (1.0)	12/02/2021 09:25 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		35
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MG4705	Secondary	Full-time (1.0)	12/02/2021 09:17 AM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

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

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		

Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KE5893	Secondary	Full-time (1.0)	12/02/2021 09:05 AM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		

Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD3277	Elementary	Full-time (1.0)	01/26/2022 01:36 PM

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Beaumont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KD2884	Secondary	Full-time (1.0)	12/02/2021 08:45 AM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AD5429	Elementary	Full-time (1.0)	01/27/2022 08:00 PM

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance		0.1

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

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

<b>Building Name</b>		
New Eagle El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AD4361	Secondary	Full-time (1.0)	11/30/2021 01:44 PM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MD5555	Secondary	Full-time (1.0)	11/29/2021 03:30 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

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

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		

Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC3176	Secondary	Full-time (1.0)	11/29/2021 03:12 PM

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC5801	Secondary	Full-time (1.0)	11/29/2021 02:54 PM

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<b>Building Name</b>	
Valley Forge MS	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	3
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB3081	Secondary	Full-time (1.0)	11/29/2021 02:47 PM

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<b>Building Name</b>	
Valley Forge MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	21
<b>Identify Classroom</b>	<b>Classroom Location</b>
<b>Age Range</b>	



School District	Secondary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB5225	Secondary	Full-time (1.0)	11/29/2021 01:39 PM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
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<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EB4805	Secondary	Full-time (1.0)	11/29/2021 02:09 PM

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

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Tredyffrin-Easttown MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EB8539	Elementary	Full-time (1.0)	01/27/2022 08:01 PM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Per class period, age range is in compliance		0.14

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH3729	Secondary	Full-time (1.0)	11/29/2021 02:37 PM

<b>Building Name</b>		
Valley Forge MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

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

<b>Building Name</b>		
Conestoga SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MK1847	Elementary	Full-time (1.0)	01/21/2022 12:27 PM

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

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Devon El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Beaumont El Sch		29
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 28 feet, 0 inches	644sqft	23
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
map of BES.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Beaumont El Sch		25
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 30 feet, 0 inches	1140sqft	40
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
map of BES.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Beaumont El Sch		26B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 15 feet, 0 inches	450sqft	16
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
map of BES.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Beaumont El Sch		2
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
map of BES.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Beaumont El Sch		TR
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 28 feet, 0 inches	336sqft	12
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

map of BES.pdf

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 #
Beaumont El Sch		32
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 13 feet, 0 inches	195sqft	6
Implementation Date		
2021-08-30		
Uploaded Files		
map of BES.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		133
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 31 feet, 0 inches	899sqft	32
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		150A
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 16 feet, 8 inches	266sqft	9
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

2021-22 CHS Floor Plans.pdf

8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		148
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 9 inches x 26 feet, 6 inches	549sqft	19
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		209
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 0 inches x 29 feet, 0 inches	319sqft	11
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		224
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		294
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 10 inches x 32 feet, 0 inches	474sqft	16
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

12 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		1007
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		1011
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
320 feet, 9 inches x 30 feet, 6 inches	9782sqft	349
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		1013
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 10 inches x 32 feet, 8 inches	1301sqft	46
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		1015
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 5 inches x 26 feet, 3 inches	535sqft	19
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		2009
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 32 feet, 6 inches	942sqft	33
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Conestoga SHS		135
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
7 feet, 0 inches x 31 feet, 0 inches	217sqft	7
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
2021-22 CHS Floor Plans.pdf		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Devon El Sch		3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 4 inches x 26 feet, 4 inches	535sqft	19
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
Devon ES Bldg Map.doc		

19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Devon El Sch		5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 9 inches x 26 feet, 4 inches	783sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Devon El Sch		8A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 32 feet, 8 inches	833sqft	29
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
Devon ES Bldg Map.doc		

21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Devon El Sch		22
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 8 feet, 0 inches	256sqft	9
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
Devon ES Bldg Map.doc		

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	

<b>Building Name</b>		<b>Room #</b>
Devon El Sch		Seminar E
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 28 feet, 0 inches	336sqft	12
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

23 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
HES Building Map -Special Ed Rooms 2021-22.pdf		

24 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		209
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
HES Building Map -Special Ed Rooms 2021-22.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 17 feet, 0 inches	510sqft	18
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

26 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		14
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
HES Building Map -Special Ed Rooms 2021-22.pdf		

27 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		12
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 6 inches x 27 feet, 6 inches	756sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
HES Building Map -Special Ed Rooms 2021-22.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		9
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 23 feet, 0 inches	667sqft	23
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

29 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
New Eagle El Sch		141
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 31 feet, 6 inches	992sqft	35
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
New Eagle map.pdf		

30 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
New Eagle El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
New Eagle map.pdf		

### 31 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
New Eagle El Sch		113
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 0 inches x 26 feet, 0 inches	338sqft	12
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

New Eagle map.pdf

32 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
New Eagle El Sch		109A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 11 feet, 6 inches	143sqft	5
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
New Eagle map.pdf		

33 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		218
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
TE Middle Map.pdf		

#### 34 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		103
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 20 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

35 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		161
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 20 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
TE Middle Map.pdf		

36 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		174
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 23 feet, 0 inches	391sqft	13
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
TE Middle Map.pdf		

### 37Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		232
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

TE Middle Map.pdf

38 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		122B
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 6 inches x 46 feet, 6 inches	906sqft	32
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
TE Middle Map.pdf		

39 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tredyffrin-Easttown MS		133A
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
41 feet, 0 inches x 28 feet, 0 inches	1148sqft	41
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
TE Middle Map.pdf		

#### 40Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge El Sch		Office behind library
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
8 feet, 0 inches x 17 feet, 6 inches	140sqft	5
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

VFES map.pdf

41 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge El Sch		109E
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 6 inches x 21 feet, 6 inches	376sqft	13
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFES map.pdf		

42 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge El Sch		115
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 29 feet, 6 inches	781sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFES map.pdf		

#### 43Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

VFES map.pdf

44 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge El Sch		96
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 6 inches x 24 feet, 6 inches	820sqft	29
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFES map.pdf		

45 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		700
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 24 feet, 6 inches	857sqft	30
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
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#### 46Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		809
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 24 feet, 6 inches	857sqft	30
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

VFMS Floor Plans.pdf
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47 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		610A
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 6 inches x 16 feet, 0 inches	392sqft	14
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

48 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		119
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 23 feet, 0 inches	598sqft	21
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

49Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		813A/B
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

50 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	

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		806A/B
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 6 inches x 36 feet, 0 inches	774sqft	27
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

51 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	

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		109
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 6 inches x 32 feet, 0 inches	880sqft	31
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

52Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		813D
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 16 feet, 6 inches	412sqft	14
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

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53 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	

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		813C
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 16 feet, 6 inches	412sqft	14
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

54 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	

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		111A
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 13 feet, 0 inches	130sqft	4
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

55Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		814
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 14 feet, 0 inches	238sqft	8
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

56 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		815
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

57 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	

<b>Building Name</b>		<b>Room #</b>
Valley Forge MS		817
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		
VFMS Floor Plans.pdf		

58Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		212
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 0 inches x 12 feet, 0 inches	132sqft	4
<b>Implementation Date</b>		
2021-08-30		
<b>Uploaded Files</b>		

59 Assurance Check

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



## Special Education Support Services

### 60Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	5	Elementary	Contractor
School Psychologist	5	Secondary	Contractor
Occupational Therapist	6.5	Elementary	Contractor
Occupational Therapist	3.5	Secondary	Contractor
Physical Therapist	1.1	Elementary	Contractor
Physical Therapist	.3	Secondary	Contractor
Paraprofessionals	66.91	Elementary	Contractor
Paraprofessionals	11.64	Elementary	District
Paraprofessionals	43.22	Secondary	Contractor
Paraprofessionals	3.45	Secondary	District
Behavior Specialist	6.5	District Wide	Contractor
Other	3	District Wide	District
Other	3	District Wide	District
Other	1	District Wide	District
Other	4	Secondary	District
Other	1	Elementary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021 - 2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>
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Intro to Structured Classroom			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Special Education Teachers

<b>Description of Training</b>			
Autism and Structured Teaching Consultation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2 - 4 based on need	District Other	Special Education Teachers

<b>Description of Training</b>			
Autism and Structured Teaching Consultation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021 -2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2-4 based on need	District Other	Special Education Teachers

<b>Description of Training</b>			
Autism and Structured Teaching Consultation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2-4 based on need	District	Special Education Teachers

		Other	
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### Positive Behavior Support

<b>Description of Training</b>			
Safety Care - initial certification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Safety Care Trainer		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	2	District	Building Administrators Central Office Administrators Special Education Teachers Other

<b>Description of Training</b>			
Safety Care - initial certification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Safety Care Trainer		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	2	District	Building Administrators Central Office Administrators Special Education Teachers Other

<b>Description of Training</b>	
Safety Care - initial certification	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Safety Care Instructor	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
12	2	District	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Safety Care - recertification			
Lead Person/Position		Year of Training	
Safety Care Instructor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Safety Care - recertification			
Lead Person/Position		Year of Training	
Safety Care Instructor		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Safety Care - recertification			
Lead Person/Position		Year of Training	

Safety Care Instructor		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	4	District	Building Administrators Central Office Administrators Special Education Teachers Other

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

		Other	Special Education Teachers
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<b>Description of Training</b>			
Special Education Induction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Special Education Induction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Special Education Induction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District	General Education Teachers Special Education Teachers

## Paraprofessional

Description of Training			
Special Education Overview, Medical Access and Related Services			
Lead Person/Position		Year of Training	
Medical Access Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training			
Special Education Overview, Medical Access and Related Services			
Lead Person/Position		Year of Training	
Medical Access Coordinator		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training			
Special Education Overview, Medical Access and Related Services			
Lead Person/Position		Year of Training	
Medical Access Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training	
Behavior Basics	
Lead Person/Position	Year of Training
District Administrators	2023-2024



Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Behavior Basics			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Behavior Basics			
Lead Person/Position		Year of Training	
District Administrators		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Data Collecting and Prompting			
Lead Person/Position		Year of Training	
District Administrators		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Data Collecting and Prompting			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Data Collecting and Prompting			
Lead Person/Position		Year of Training	
District Administrators		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Positive Behavior Supports			
Lead Person/Position		Year of Training	
BCBA		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training			
Positive Behavior Supports			

<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Paraprofessionals

<b>Description of Training</b>			
Positive Behavior Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Paraprofessionals

<b>Description of Training</b>			
Pairing and Schedules of Reinforcement			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
Pairing and Schedules of Reinforcement			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
Pairing and Schedules of Reinforcement			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
De-escalation and Strategies for Supporting Students in Crisis			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit Other	Paraprofessionals

<b>Description of Training</b>			
De-escalation and Strategies for Supporting Students in Crisis			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit Other	Paraprofessionals

<b>Description of Training</b>	
De-escalation and Strategies for Supporting Students in Crisis	
<b>Lead Person/Position</b>	<b>Year of Training</b>

District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
Token Economy Dos and Don'ts			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
Token Economy Dos and Don'ts			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>			
Token Economy Dos and Don'ts			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

<b>Description of Training</b>
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Co-regulation and Resilience			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Co-regulation and Resilience			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Co-regulation and Resilience			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Power of Storytelling			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Power of Storytelling			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Power of Storytelling			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Difficult Conversations			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Difficult Conversations			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Difficult Conversations			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Connecting with and Supporting Gen Z and Alpha			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Connecting with and Supporting Gen Z and Alpha			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Connecting with and Supporting Gen Z and Alpha			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>



3	1	Intermediate Unit	Paraprofessionals
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<b>Description of Training</b>			
Permission to Feel			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Permission to Feel			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Permission to Feel			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Antidote/Kindness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	

District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Antidote/Kindness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Antidote/Kindness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>			
Planning for Post Secondary Transition after High School			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit Other	Parents Special Education Teachers

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Description of Training			
Planning for Post-Secondary Transition after High School			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit Other	Parents Special Education Teachers

Description of Training			
Planning for Post-Secondary Transition after High School			
Lead Person/Position		Year of Training	
District Administrators		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit Other	Parents Special Education Teachers

Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
District Administrators		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
District Administrators		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Transition Planning Middle to High School			
Lead Person/Position		Year of Training	
District Administrators		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Transition Planning Middle to High School			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

<b>Description of Training</b>			
Transition Planning Middle to High School			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Parents

### Science of Literacy

<b>Description of Training</b>			
#1-Teachers will learn: Current research and the importance of phonological awareness, Terminologies such as orthographic mapping, orthographic lexicon, and phonemic awareness, Correct production of the 44 sounds of the English language, How to assess students in phonemic awareness, How to incorporate multi-sensory strategies in activities, How to implement one-minute phonemic awareness activities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	Self-paced asynchronous virtual delivery	Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
#2-Teachers will learn: How to administer IMSE informal criterion-referenced assessments, Phonological awareness assessment and strategies, Multi-sensory strategies for reading, writing, and spelling regular and irregular words, Seven syllable types and 4 syllable patterns for encoding/decoding, Explicit, multi-sensory strategies for teaching fluency, vocabulary, and comprehension, Guidelines for weekly lesson plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#3- Teachers will learn: Higher-level spelling rules, Syllabication patterns for encoding and decoding, Assessment Morphology- affixes, Latin, and Greek bases, Vocabulary Guidelines for weekly lesson plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#1-Teachers will learn: Current research and the importance of phonological awareness, Terminologies such as orthographic mapping, orthographic lexicon, and phonemic awareness, Correct production of the 44 sounds of the English language, How to assess students in phonemic awareness, How to incorporate multi-sensory strategies in activities, How to implement one-minute phonemic awareness activities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#2-Teachers will learn: How to administer IMSE informal criterion-referenced assessments, Phonological awareness assessment and strategies, Multi-sensory strategies for reading, writing, and spelling regular and irregular words, Seven syllable types and 4 syllable patterns for encoding/decoding, Explicit, multi-sensory strategies for teaching fluency, vocabulary, and comprehension, Guidelines for weekly lesson plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#3-Teachers will learn: Higher-level spelling rules, Syllabication patterns for encoding and decoding, Assessment Morphology- affixes, Latin, and Greek bases, Vocabulary Guidelines for weekly lesson plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#1-Teachers will learn: Current research and the importance of phonological awareness, Terminologies such as orthographic mapping, orthographic lexicon, and phonemic awareness, Correct production of the 44 sounds of the English language, How to assess students in phonemic awareness, How to incorporate multi-sensory strategies in activities, How to implement one-minute phonemic awareness activities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#2 - Teachers will learn: How to administer IMSE informal criterion-referenced assessments, Phonological awareness assessment and strategies, Multi-sensory strategies for reading, writing, and spelling regular and irregular words, Seven syllable types and 4 syllable patterns for encoding/decoding, Explicit, multi-sensory strategies for teaching fluency, vocabulary, and comprehension, Guidelines for weekly lesson plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education (IMSE)		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

<b>Description of Training</b>			
#3 - Teachers will learn: Higher-level spelling rules, Syllabication patterns for encoding and decoding, Assessment Morphology - affixes, Latin, and Greek bases, Vocabulary Guidelines for weekly lesson plans			

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Institute for Multi-sensory Education		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	Self-paced asynchronous virtual delivery	Other	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Planning for Post-Secondary Transition after High School			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit Other	Parents

<b>Description of Training</b>			
Planning for Post-Secondary Transition after High School			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit Other	Parents

<b>Description of Training</b>	
Planning for Post-Secondary Transition after High School	
<b>Lead Person/Position</b>	<b>Year of Training</b>



District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District Intermediate Unit Other	Parents

<b>Description of Training</b>			
Functional Behavior Assessments- FBA			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Parents

<b>Description of Training</b>			
Positive Behavior Support Plans-PBSP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Parents

<b>Description of Training</b>			
Inclusion			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District Other	Parents

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Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
Special Education Supervisor		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Transition Planning Elementary to Middle School			
Lead Person/Position		Year of Training	
Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training	
Transition Planning Middle to High School	
Lead Person/Position	Year of Training
Special Education Supervisor	2023-2024

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents

Description of Training			
Transition Planning Middle to High School			
Lead Person/Position		Year of Training	
Special Education Supervisor		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents

Description of Training			
Transition Planning Middle to High School			
Lead Person/Position		Year of Training	
Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents

### IEP Development

Description of Training			
FBA and PBSP Development for the IEP			
Lead Person/Position		Year of Training	
District Administrators		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

<b>Description of Training</b>			
FBA and PBSP Development for the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Special Education Teachers

<b>Description of Training</b>			
Sections of the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

<b>Description of Training</b>			
Sections of the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

<b>Description of Training</b>			
Sections of the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administrators		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

Description of Training			
ESY Guidelines and Determinations			
Lead Person/Position		Year of Training	
District Administrators; Teacher on Special Assignment		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
ESY Guidelines and Determinations			
Lead Person/Position		Year of Training	
District Administrators; Teacher on Special Assignment		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
ESY Guidelines and Determinations			
Lead Person/Position		Year of Training	
District Administrators; Teacher on Special Assignment		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Medical Access and Related Services			
Lead Person/Position		Year of Training	
Medical Access Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
Medical Access and Related Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Medical Access Coordinator		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Medical Access and Related Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Medical Access Coordinator		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals Special Education Teachers

## Signatures & Affirmations

Approval Date

2022-06-13

Uploaded Files

Affirmation Statement.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

Richard Gusick

Date

2022-07-28

