

Profile and Plan Essentials

LEA Name		AUN
Wallingford-Swarthmore SD		125239603
Address 1		
200 S Providence Rd		
Address 2		
City	State	Zip
Wallingford	PA	19086
Director of Special Education Name		
Dr. Ian Sandberg		
Director of Special Education Email		
isandberg@wssd.org		
Director of Special Education Phone Number		Director of Special Education Ext
610-892-3470		1502
Chief Administrator Name		
Dr Wagner Marseille		
Chief Administrator Email		
wmarseille@wssd.org		

Special Education Students

Total Number of Students Receiving Special Education 561

School District Total Student Enrollment 3737

Percent of Students Receiving Special Education 15

Steering Committee

Name	Position/Role	Building	Email
Ian Sandberg	Director of Special Education	Wallingford-Swarthmore SD	isandberg@wssd.org
Andrew Benzing	Director of Curriculum	Wallingford El Sch	abenzing@wssd.org
Michelle Williams	Board Member	Wallingford-Swarthmore SD	michelle.williams@wssd.org
Regina Hollis	Special Education Teacher	Strath Haven HS	rhollis@wssd.org
Patricia Bender	Special Education Teacher	Nether Providence El Sch	pbender@wssd.org
Laura Blocksom	Special Education Teacher	Nether Providence El Sch	lblocksom@wssd.org
Alyssa Malason	Special Education Teacher	Swarthmore-Rutledge Sch	amalason@wssd.org
Al Heinle	Building Principal	Nether Providence El Sch	aheinle@wssd.org
Christina Giovinetti	Other	Wallingford-Swarthmore SD	cgiovinetti@wssd.org
Steven Krall	Building Principal	Strath Haven MS	skrall@wssd.org
Nicole Bottino	Parent	Strath Haven HS	ndemara@comcast.net
Jessica Getty	Parent	Wallingford-Swarthmore SD	jgetty@wssd.org
Saarene Panossian	Parent	Wallingford-Swarthmore SD	panossians@gmail.com
Joshua MacNeill	Other	Wallingford-Swarthmore SD	josh@inmindservices.com
Marykate Vogelman	Other	Wallingford-Swarthmore SD	mvogelman@wssd.org
Joanna McGowan	Parent	Wallingford-Swarthmore SD	HolisticallyWholeLife@gmail.com
Jennifer Tuerk	General Education Teacher	Nether Providence El Sch	jtuerk@wssd.org
Rob Rishel	Parent	Wallingford-Swarthmore SD	rrishel211@gmail.com
Karen Rishel	Parent	Wallingford-Swarthmore SD	kgodlew@comcast.net
Gail Zdilla	Parent	Strath Haven MS	glongfield@hotmail.com
Huu Ngo	Parent	Swarthmore-Rutledge Sch	huuhngo@gmail.com
Maureen Salera	Parent	Strath Haven MS	mmmccandrews@hotmail.com
Mariah Powell	Other	Strath Haven MS	mpowell@wssd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

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

No

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

There are currently no 1306 facilities within the Wallingford-Swarthmore School District. Were the District to host a 1306 facility in the future, it is aware of its statutory obligations under the Pennsylvania School Code. Specifically, the District would maintain processes of systematic communication with the facility to ensure that all students who are thought-to-be eligible for special education were correctly and expediently identified. Additionally, the District would work to ensure that all students are provided with a free and appropriate public education (FAPE) per their rights under the Individuals with Disabilities Education Act (IDEA). As part of the District's adherence to IDEA, the District would meaningfully collaborate with the 1306 facility to ensure appropriate programming and interventions are accessible and in place with consideration for the reasons that students are placed within the facility. In other words, students with disabilities placed in 1306 facilities for mental health reasons are likely to require educational supports that target their mental health needs first and foremost in order for the program to constitute FAPE. In other circumstances, however, students requiring placement in a 1306 facility might not require highly intensive academic and behavioral supports related to their disabilities and in turn must receive educational interventions that occur in the least restrictive environment as possible and that most closely resemble those that they would receive in their home district as appropriate. For all cases, the District would consider student programming on an individual basis and seek to program collaboratively with the facility and home-district for the purposes of programming.

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

There are two ways in which Section 1306 of the Pennsylvania School Code might affect students and programming of the Wallingford-Swarthmore School District specific to students with disabilities and their needs related to transitioning back to school-based programs following placement in a 1306 facility. Should the school district become host to a 1306 facility in the future, the district would work collaboratively with the home district to ensure that meaningful programmatic steps are taken to implement a transition from a 1306 facility to the home-district. Such steps include but are not limited to communication-facilitation with therapists, medical professionals, and other agency providers, as well reliance on specially-designed instruction (SDI) that targets actionable steps and outcomes related to the successful transition back to school. These steps might include functional behavior assessments (FBA) and delivery of positive behavior supports programs centered around environmental manipulation to promote ease-of-transition. Follow-up supports would also be included. These steps would all be taken for students of the Wallingford-Swarthmore School District who are placed in 1306 facilities outside of the District's boundaries. For such students, we currently have procedures designed to promote meaningful involvement on behalf of the District irrespective of the student's placement, and work in tandem with the placement and host-LEA to ensure comprehensive transitions back to district.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

The District assesses ten years of data related to inclusion as reported to and by the State at any given time as a matter of practice. For the purposes of this special education plan, the most recent three years of reported data are analyzed and include the 2020-2021, 2021-2022, 2022-2023 School Years.

Regarding students with disabilities who are educated in the general education environment for more than 80% of the school day, the percentage went from 58.8%, down to 54.3%, and recovered back to 57.8%. While the District aims to improve/increase this number of students receiving an itinerant level of support in order to close the gap between the District's performance in this area to that of the State, it is pleased to report that it improved from the 2021-2022 school year. Along these lines, across the last three measured school years, the District has improved in decreasing the number of students receiving special education supports in other settings. During the 2020-2021 School Year, 5.2% of students were educated in other settings; during the 2021-2022 School Year, this number of students fell to 3.9%, and during the 2022-2023 School Year, this number fell to 2.7%. Therefore, across the last three school years, the district has improved in providing special education programs to students in alternative settings to fewer and fewer students. In the past two school years measured, this number is less than than the State Average, which was 4.4% during both years.

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?**

While the District does not evaluate students for eligibility using an official model of Response-to-Intervention and Instruction (RtII) as sanctioned by the State, it heavily relies upon a model that uses RtII metrics (academic and behavioral) as a means for implementing pre-referral interventions prior to formal referral for evaluation. RtII teams meet twice per month in elementary schools. Positive Behavior Interventions and Supports (PBIS) meetings specific to Tiers I and II meet at least monthly in all buildings. Use of a MTSS is done irrespective of eligibility-status meaning that the District applies tiers of support prior and subsequent to eligibility for special education. Under this model, the District provides explicit Tier 1 support to all students under the assumption that this support alone will meet the needs of approximately 80% of learners. Academically, Tier I support relies on an evidence-based curriculum for all subjects and pivots in response to changing needs as the use of diagnostic data indicate the need for changes in universal programs. Currently, the district is assessing and filling gaps in elementary programming in order to provide a full sequence of reading instruction that relies on science of reading methodology. The District is also vetting and in the process of adopting a new math program. In these two areas, not to mention others, the district is aiming to reach a broader continuum of learners as a means for universal instruction. Behaviorally, all schools rely on PBIS which as a matter of Tier I support, provides a common language and explicit instruction insofar as universal behavioral expectations are concerned. Regular lessons and incentives are provided to all students prior to more intensive interventions which are used in targeted instances for students who are not responsive to universal interventions alone.

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

Under the Individuals with Disabilities Education Act (IDEA), the District has an obligation to provide services in the least restrictive environment (LRE). As such, to the extent appropriate, the District ensures that maximal time is spent in heterogeneous classes whereby students with disabilities receive instruction alongside their non-disabled peers. Only under circumstances whereby supplementary aids and services in the general education environment have been exhausted do students with disabilities receive interventions outside of the general education environment. The LEA utilizes a comprehensive model of professional development aimed at universal interventions designed to both prevent the need for special education referrals as well as to maintain programming for students with disabilities in the LRE. To that end, the District offers professional development and training related to the

following: Instructional arrangements that promote multi-disciplinary collaboration and instructional planning Strategic Coteaching Parental collaboration and training offerings related to transition and curriculum. All school personnel collaborate in the development and delivery of supports (differentiation) Administrative communication about the expectations for assessing progress for students with disabilities. Providing modified curricula where appropriate. Providing alternate ways for students to demonstrate learning Curriculum-writing specific to modified testing. Providing alternate materials and/or assistive technology (e.g., text to audio technology, closed captioning, large print, alternate computer access Providing instruction on functional skills in the context of the typical routines in the general classroom Changing method of presentation Providing evidence-based supplementary materials Promoting best universal practices through evaluation and observations (e.g., pre-teaching, study guides, graphic organizers, repeating directions, extra examples and nonexamples) Physical arrangement and environmental design Adaptive equipment (e.g., ball chairs, standing desks, t-stools) Adjustments to sensory input (e.g., light, sound, fidget items) Structural Aids (e.g., wheelchair accessibility, hydraulic pool lift and adaptive transportation) Explicit social skills instruction aimed at generalization of skills Model of consultation in which Related Service Providers work with staff to incorporate strategies in the general education environment. Counseling supports Peer supports (e.g., mentoring programs, Panther Pals and peer tutoring) Individualized behavior support plans Modification of rules and expectations where appropriate Cooperative learning strategies

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

The District views opportunities to participate in extracurricular activities as critical to the school experience. As such, students, including those with low-incidence and significant disabilities participate in both unified sports and "typical" sporting sanctioned by the PIAA with supports. Students with disabilities also participate in non-sport related after-school extracurricular activities as well. Meaningful participation is facilitated through implementation of SDI and include, when appropriate services such as specialized transportation and allocation of personal care assistant (PCA) support. Of note in the past two years is that the district has expanded its unified sports offerings, which promotes increased opportunities for students with disabilities to compete alongside their neurotypical peers.

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

The District understands its obligations related to both IDEA and Section 1306 of the Pennsylvania School Code. As such, the District places few students compared to other Districts, in alternative private schools. It views such programs as highly restrictive and essentially the last resort along a continuum of supports designed with keeping students in the District in mind. Where the District has placed students with disabilities in alternative settings, it does so most often with programming aimed at returning students to the District, as appropriate. At all times, the District maintains regular involvement with families and promotes continued involvement between the neighborhood school and the family. When resident-students with disabilities are placed in alternative schools through other agencies, the District works collaboratively with the host District to ensure that there is continuity of services in the least restrictive environment (LRE).

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

The District has increased significant capacity in its offering of a full continuum of supports within its schools. This is most notable with low-incidence disabilities and the creation of internal programs designed around the needs of the District's most impaired learners. Beginning in 2015, the District began an initiative to intentionally program for students requiring significant autistic and emotional supports, which in turn necessitated fewer out-of-district referrals. This initiative relied upon subcontracting for behavioral interventions, which comes at significant cost to the District; In short, the district's areas of recent improvement are also areas of need. While the district has made advances in including students, there is much room to grow when it comes to

providing instruction through itinerant programming whereby students receive pull-out instruction for 20% or less of the school day. In order to improve in this area, resources and investment are required for general education teachers and programs in order for students, especially those with high incidence disabilities (e.g. OHI and SLD) to remain in itinerant programming. Additionally, the high school schedule requires modifications to its block-format which currently amounts to students who do require replacement instruction to receive it for whole blocks which quickly advances them to supplemental status.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
George Crothers Memorial School (GCMS)	Approved Private School (APS)		Children and Adult Disability & Educational Services	Multiple Disabilities Support	4
Center for Autism Research and Education Services	Approved Private School (APS)		Devereux	Autistic Support	1
HMS School for Children with Cerebral Palsy	Approved Private School (APS)		HMS School for Children with Cerebral Palsy	Multiple Disabilities Support	2
LifeWorks School at Media	Licensed Private Academic		LifeWorks	Emotional Support	1
Forward Bound	Other	Public Separate Facility - Non-residential	Delaware County Intermediate Unit (DCIU)	Emotional Support	1
Melmark School	Approved Private School (APS)		Melmark School	Multiple Disabilities Support	1
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Multiple Disabilities Support	2
Vanguard School	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	2
CCIU Teach	Other	Public Separate Facility - Non-residential	Chester County Intermediate Unit	Emotional Support	1
Buxmont Academy	Licensed Private Academic		Buxmont Academy	Emotional Support	1
Milagre School	Licensed Private Academic		Milagre	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-06-14

Uploaded Files

113.1.pdf

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

The District relies on multi-tiered systems of support (MTSS) as a framework to address both academic needs as well as behavioral needs of an increasingly diverse student body. Specific to behavior, the District implements positive behavior interventions and supports (PBIS) with fidelity at all three elementary schools (2019), the middle school (September 2021), and most recently, the high school (September 2024). Using response-to-intervention metrics, the Office of Student Services monitors the social and emotional needs of students and devises interventions along a continuum of supports whereby the intensity of interventions increases in proportion to the severity of needs. To the extent possible and appropriate, the District employs behavioral interventions in tandem with its obligation to provide students with an appropriate educational program in the least restrictive environment (LRE). As such, the District employs evidence-based interventions as part of students' individualized education programs (IEPs) within schools, as well as provide supports required to avoid punitive, exclusionary, or otherwise detrimental outcomes. Proactively, supports employed to maintain appropriate programming within the LRE include the explicit instruction of prosocial strategies and interventions for students depending upon the exhibited level of need. Reactively, the District relies upon restorative practices and containment as a means to address challenging social and emotional behaviors therapeutically in order to prevent segregated programming. School counselors, psychologists, special and general education teachers, tier three counselors, and social workers are responsible for implementing interventions consistently and systematically.

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.

Structures and procedures are in place to effectively implement Positive Behavior Intervention and Supports (PBIS) district-wide that include a comprehensive professional development plan. Proactively, the District has three Board-Certified Behavior Analysts (BCBAs) who provide staff with ongoing training specific to the implementation of de-escalation techniques. On a day-to-day basis, BCBAs provide consultation to staff. The District relies on Safety Cares Crisis Prevention Training as an evidence-based model for addressing de-escalation and restraints as needed. The district has plans on increasing capacity in this training model for more staff including its safety and security aids.

3. Describe the district positive school wide support programs.

Each school relies on an individualized character-education program whereby a token economy is leveraged to promote prosocial behaviors, traits, and characteristics that the community has agreed are important. Under a model of public health, the vast majority (approximately 80%) of students respond to universal interventions and do not require more intensive interventions in order to experience satisfactory outcomes. Approximately 15% of students, however, require targeted interventions that although not individualized, are crafted to be implemented efficiently and systematically. Such interventions include check-in-check out (CICO) and regular incentives. For a small number of students, highly individualized interventions are required to experience

positive outcomes. Such interventions are based on functional behavior assessments specific to the students. Individualized education programming specific to positive behavior support plans (PBSPs) are implemented by highly-trained staff in order to detail the specific nature of those individualized behavioral interventions. These students typically receive extensive pull-out counseling supports and individualized social skills instruction around specific needs. Families and staff are provided with germane training as documented through students' IEPs. Finally, the District works with outside service providers and agencies in an effort to ensure that these students continue to make meaningful educational progress within the LRE.

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

Wallingford-Swarthmore School District recognizes that mental health is an essential part of overall health and key to academic success. The district offers a comprehensive continuum of behavioral health supports through a multi-tiered framework described below. Tier I: Tier I supports are universal and firmly rooted in best practices that benefit all students Utilization of trauma-invested practices in all classrooms and common areas School-wide PBIS Tier I: Social/Emotional lessons provided by school counselors using the Collaborative for Academic and Social Emotional Learning (CASEL) framework and the American School Counselors Association (ASCA) National Standards Universal student emotional wellbeing check-ins Implementation of Responsive Classroom at the elementary level Botvin Life Skills drug and alcohol prevention program at the elementary level Student Assistance Programs at the secondary level Suicide Prevention embedded into the 7th and 10th grade health curriculum using the Question, Persuade, Refer (QPR) model Tier II: Tier II supports are provided to targeted groups of students identified through a variety of formal and informal measures PBIS Tier II supports; mentoring, check-in-checkout interventions and, behavioral contracts Referrals to community-based counseling services Individual and group school-based counseling provided by licensed Behavioral Health counselors Drug and alcohol screenings and full substance abuse assessments Social skills instruction Attendance and homelessness interventions provided by a certified Home and School Visitor Trauma coaching for staff Behavioral consultation for staff Tier III: Tier III supports are provided to a small group of students with complex behavioral health needs. Direct instruction in personal development embedded into the curriculum Intensive group and individual school-based counseling Therapeutic supports embedded into the school day Behavioral consultation for staff for individual students provided by BCBA's Parent/Caretaker Engagement Parent/caregiver engagement opportunities that empower families to recognize, manage, and help their children learn from difficult emotions and challenging situations Botvin Life Skills drug and alcohol prevention program at the elementary level - series of six parent/caretaker trainings per year Using trauma-invested practices in the home & community - series of four parent/caretaker trainings per year Wellness Committee (three times per year) District-wide mental health resource night held each spring Behavioral health presentations to the Home & School Association Community-based Partnerships The Wallingford-Swarthmore School District benefits from a number of community-based partnerships. Crozer Health (SAP liaison and Behavioral Health Counseling) DelcoHart - screenings and referrals Widener University - Institute for Graduate Clinical Psychology

5. Describe the district restraint procedure.

The Wallingford-Swarthmore School District follows 22 Pa. Code Chapter 14 provides guidance on physical restraints. The regulations state that restraints are only considered a measure of last resort, only after other less restrictive measures have been used. The District employs supporting policies #113.1, #113.2, and #805.1 and a Positive Behavioral Interventions and Supports (PBIS) system in all three elementary schools and the middle school. In the 2022-23 school year, the high school will adopt the MTSS system, which incorporates the PBIS framework. All school administrators, teachers, related service providers, and community members have access to behavioral policy and the PBIS instruction and reward system information. All updates/ revisions to Board policies are shared with the District personnel as they arise. Several methods may be used to disseminate the information ranging from email communication to staff meetings within the schools. New professional and support staff engage in new staff induction processes and professional development at the beginning of each school year to review policies and procedures pertaining to behavior supports and support expectations. All

Individualized Education Plan (IEP) case managers have trained in Restraint Information System of Collection (RISC) reporting as well as Pennsylvania Department of Education expectations for IEP timelines, The Wallingford-Swarthmore School District uses the DCIU training system to certify selected staff k-12 in Safety Cares. Each of the five schools in the District has crisis teams comprised of Certified Behavioral Health Counselors, Trauma Invested Practices teacher leaders, School Counselors, Social Workers, School Administrators, Central Administrators from the Office of Student Services, Special Educators, Board Certified Behavioral Analysts, and select paraprofessionals. Wallingford-Swarthmore School District uses the principles of Safety Cares for their behavioral responses and proactive strategies from Responsive Classroom programming. Professional staff cohorts receive ongoing training. The District also employs a digital system for Restraint Information System of Collection (RISC), reporting to a central database that the Office of Student Services monitors. Wallingford-Swarthmore School District also participates in Safe 2 Say and has five designees that work with local law enforcement for strategic response.

Intensive Interagency

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

The District is in a similar position when it comes to hard-to-place students as many of its peer-districts. Despite of our relatively small size, we are successful at offering a wide range of programs, including for students with low-incidence disabilities within our own facilities. Moreover, we are successful in contracting with private schools, the intermediate unit (IU), and other agencies for students requiring services beyond the District's ability to program internally. As a last resort, the District will provide instruction in the home based on a team's decision that it is necessary in order for the student to receive a free and appropriate public education (FAPE). At present, the District has not had to pursue provisions under the Cordero litigation. With that said, the District does indeed face general challenges when working with families in support of obtaining mental health placements. At present, significant wait-lists exist for any mental health services, including residential placements, which are not educational placements. Nonetheless, the District works with host-LEAs when long-term placements are secured in order to ensure that educational services are provided in accordance with Section 1306 of the Pennsylvania School Code.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Condon	Secondary	Full-time (1.0)	04/15/2024 12:08 PM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Clark	Secondary	Full-time (1.0)	04/15/2024 12:07 PM
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Building Name		
Strath Haven MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Strath Haven MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Demin	Elementary	Full-time (1.0)	04/15/2024 12:01 PM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Wallingford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Devine	Elementary	Full-time (1.0)	04/15/2024 11:59 AM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.17

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Edwards	Secondary	Full-time (1.0)	04/15/2024 12:02 PM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

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

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cianci	Elementary	Full-time (1.0)	04/15/2024 12:02 PM

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.22

Building Name		
Nether Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Nether Providence El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mochaourab	Secondary	Full-time (1.0)	04/15/2024 11:49 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Norris	Secondary	Full-time (1.0)	04/15/2024 11:47 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.32

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Raskob	Secondary	Full-time (1.0)	04/15/2024 11:42 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17

Age Range Justification	FTE %
	0.05

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Borkowski	Secondary	Full-time (1.0)	04/15/2024 11:38 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Blocksom	Elementary	Full-time (1.0)	04/15/2024 11:37 AM

Building Name	
Nether Providence El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	5
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.1

Building Name	
Nether Providence El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	1
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.1

Age Range Justification	FTE %
	0.05

Building Name		
Nether Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Nether Providence El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Nether Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.25

Building Name		
Nether Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.12

Building Name		
Nether Providence El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Sharpe	Secondary	Full-time (1.0)	04/15/2024 11:25 AM
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Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.38

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hirt	Secondary	Full-time (1.0)	04/15/2024 09:35 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 1
Age Range Justification		FTE %
		0.2

Building Name		
Strath Haven MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Potts	Elementary	Full-time (1.0)	04/15/2024 09:37 AM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

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

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Holt	Secondary	Full-time (1.0)	04/15/2024 12:05 PM

Building Name		
Strath Haven HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %

caseload only, educated in different areas	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scandone	Secondary	Full-time (1.0)	04/15/2024 09:41 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.26

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Iliadas	Secondary	Full-time (1.0)	04/15/2024 11:44 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ford	Elementary	Full-time (1.0)	04/15/2024 10:56 AM

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Swarthmore-Rutledge Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Friedman	Elementary	Full-time (1.0)	04/15/2024 11:20 AM

Building Name		
Nether Providence El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.02

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

Building Name		
Strath Haven HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Strath Haven MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.07

Building Name		
Strath Haven HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sprague	Elementary	Full-time (1.0)	04/15/2024 11:02 AM

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

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

Age Range Justification	FTE %
	0.2

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kostoff	Secondary	Full-time (1.0)	04/15/2024 10:58 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bannon	Elementary	Full-time (1.0)	04/15/2024 11:03 AM

Building Name	
Wallingford El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	5
Identify Classroom	Classroom Location Age Range
School District	Elementary 6 to 9
Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
McKean	Secondary	Full-time (1.0)	04/15/2024 11:04 AM

Building Name	
Strath Haven MS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bradshaw	Elementary	Full-time (1.0)	04/15/2024 11:11 AM

Building Name		
Wallingford El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bender	Elementary	Full-time (1.0)	04/15/2024 11:14 AM

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

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Nether Providence El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

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

Building Name		
Nether Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Nether Providence El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Fooskas	Elementary	Full-time (1.0)	04/15/2024 11:16 AM

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.35

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

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.45

Building Name		
Strath Haven MS		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speaker	Secondary	Full-time (1.0)	04/15/2024 11:43 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.32

Building Name		
Strath Haven HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.17

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hart	Secondary	Full-time (1.0)	04/15/2024 11:19 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Strath Haven MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

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

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Swarthmore-Rutledge Sch		

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

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

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Taylor	Secondary	Full-time (1.0)	04/15/2024 10:12 AM

Building Name		
Strath Haven MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Strath Haven MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Malason	Elementary	Full-time (1.0)	04/15/2024 10:14 AM

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lubberman	Secondary	Full-time (1.0)	04/15/2024 10:16 AM

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
	0.35

Building Name		
Strath Haven HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wise	Elementary	Full-time (1.0)	04/15/2024 10:17 AM

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Velardi	Secondary	Full-time (1.0)	04/15/2024 10:22 AM

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.88

Building Name		
Strath Haven HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lauser	Secondary	Full-time (1.0)	04/15/2024 10:23 AM

Building Name		
Strath Haven MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.67

Building Name		
Strath Haven MS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Conlan	Elementary	Full-time (1.0)	04/15/2024 12:09 PM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
One student on the teacher's caseload is outside of the age range but the students are not scheduled together.		0.02

Building Name
Wallingford El Sch
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
caseload only, educated in different settings		0.04

Building Name		
Wallingford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
Onr student on caseload is outside of the age range but the students are not scheduled together at the same time during the day.		0.05

Building Name		
Wallingford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Devinney	Secondary	Full-time (1.0)	04/15/2024 10:30 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.2

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

Building Name		
Strath Haven MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cooperstein	Elementary	Full-time (1.0)	04/15/2024 11:44 AM

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.4

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Chapman	Secondary	Full-time (1.0)	04/15/2024 10:35 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.16

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

Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.35

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stout	Secondary	Full-time (1.0)	04/15/2024 10:36 AM

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

School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

Building Name		
Strath Haven HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scolis	Elementary	Full-time (1.0)	04/15/2024 10:42 AM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %

	0.1
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Building Name		
Wallingford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

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

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

Building Name		
Swarthmore-Rutledge Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Connor	Secondary	Full-time (1.0)	04/15/2024 10:44 AM

Building Name		
Strath Haven MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Strath Haven MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.35

Building Name		
Strath Haven MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stahler	Elementary	Full-time (1.0)	04/15/2024 10:46 AM

Building Name		
Wallingford El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

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

Building Name		
Wallingford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Wallingford El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

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

Building Name		
Wallingford El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

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

Building Name		
Strath Haven HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 18
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Dougherty	Elementary	Full-time (1.0)	04/15/2024 10:48 AM

Building Name		
Nether Providence El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.12

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

Building Name		
Nether Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

Special Education Facilities

Building Name		Room #
Swarthmore-Rutledge Sch		301
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 22 feet, 0 inches	462sqft	16
Implementation Date		
2022-06-21		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Nether Providence El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-06-07		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Strath Haven MS		C318
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		314
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 12 feet, 0 inches	264sqft	9
Implementation Date		
2022-06-21		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Nether Providence El Sch		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2022-06-07		

Uploaded Files

5 Assurance Check

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

Building Name		Room #
Wallingford El Sch		136
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-06-21		
Uploaded Files		

6 Assurance Check

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

The location of the class has been maintained for at least 3 school years.	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

Building Name		Room #
Strath Haven MS		C122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 29 feet, 0 inches	609sqft	21
Implementation Date		
2022-06-10		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		308
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25

Implementation Date
2022-06-21
Uploaded Files

8 Assurance Check

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

Building Name	Room #
Strath Haven HS	407
School Building	Building Description
	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
43 feet, 0 inches x 23 feet, 0 inches	989sqft
	Max # of students in classroom
	35
Implementation Date	
2022-06-07	
Uploaded Files	

9 Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

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 #
Nether Providence El Sch		218
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Strath Haven MS		C310
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Wallingford El Sch		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 21 feet, 0 inches	378sqft	13
Implementation Date		
2022-06-21		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Strath Haven HS		419
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 20 feet, 0 inches	340sqft	12
Implementation Date		
2022-06-07		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
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 #
Strath Haven MS	C234

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 26 feet, 0 inches	520sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2022-06-21		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2022-06-21		
Uploaded Files		

16Assurance Check

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

Building Name	Room #
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Strath Haven HS		214
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-07		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
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 #
Strath Haven HS		414
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-07		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
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 #
Swarthmore-Rutledge Sch		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 29 feet, 0 inches	609sqft	21
Implementation Date		
2022-06-21		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Nether Providence El Sch		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Nether Providence El Sch		116
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2022-06-07		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Strath Haven MS		C210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

22 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 21 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-21		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Strath Haven HS		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Wallingford El Sch		222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 16 feet, 0 inches	288sqft	10
Implementation Date		
2022-06-21		
Uploaded Files		

25 Assurance Check

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

Building Name		Room #
Strath Haven HS		315
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

26Assurance Check

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

Building Name		Room #
Strath Haven MS		C233
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 29 feet, 0 inches	580sqft	20
Implementation Date		
2022-06-10		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		304
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-21		
Uploaded Files		

28 Assurance Check

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

Building Name		Room #
Wallingford El Sch		229
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 23 feet, 0 inches	253sqft	9
Implementation Date		
2022-06-21		
Uploaded Files		

29Assurance Check

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

Building Name		Room #
Nether Providence El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 0 inches	285sqft	10
Implementation Date		
2022-06-07		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Strath Haven MS		C322
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 29 feet, 0 inches	406sqft	14
Implementation Date		
2022-06-10		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		312
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 21 feet, 0 inches	567sqft	20
Implementation Date		
2022-06-21		
Uploaded Files		

32Assurance Check

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

Building Name		Room #
Strath Haven HS		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 39 feet, 0 inches	546sqft	19
Implementation Date		
2022-06-07		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Nether Providence El Sch		125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Wallingford El Sch		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 27 feet, 0 inches	351sqft	12
Implementation Date		
2022-06-21		
Uploaded Files		

35Assurance Check

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

Building Name		Room #
Strath Haven HS		416
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 39 feet, 0 inches	546sqft	19
Implementation Date		
2022-06-07		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Strath Haven MS		C110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 26 feet, 0 inches	520sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

37 Assurance Check

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

Building Name		Room #
Strath Haven MS		C109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

38Assurance Check

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

Building Name		Room #
Strath Haven MS		C209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2022-06-10		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Strath Haven HS		316
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 39 feet, 0 inches	546sqft	19
Implementation Date		
2022-06-07		
Uploaded Files		

40 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2022-06-21		
Uploaded Files		

41Assurance Check

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

Building Name		Room #
Nether Providence El Sch		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-06-07		
Uploaded Files		

42 Assurance Check

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

Building Name		Room #
Swarthmore-Rutledge Sch		13
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-21		
Uploaded Files		

43 Assurance Check

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

Building Name		Room #
Strath Haven HS		320
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 0 inches	285sqft	10
Implementation Date		
2022-06-07		
Uploaded Files		

44Assurance Check

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

Building Name		Room #
Wallingford El Sch		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 27 feet, 0 inches	351sqft	12
Implementation Date		
2024-04-11		
Uploaded Files		

45 Assurance Check

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

Building Name		Room #
Wallingford El Sch		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 23 feet, 0 inches	345sqft	12
Implementation Date		
2024-04-11		
Uploaded Files		

46 Assurance Check

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

Building Name		Room #
Wallingford El Sch		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2024-04-11		
Uploaded Files		

47Assurance Check

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

Building Name		Room #
Wallingford El Sch		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 16 feet, 0 inches	160sqft	5
Implementation Date		
2024-04-11		
Uploaded Files		

48 Assurance Check

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

Building Name		Room #
Wallingford El Sch		224
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 16 feet, 0 inches	320sqft	11
Implementation Date		
2024-04-11		
Uploaded Files		

49 Assurance Check

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

Building Name		Room #
Wallingford El Sch		226
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
Implementation Date		
2024-04-11		
Uploaded Files		

50Assurance Check

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

Building Name		Room #
Wallingford El Sch		227
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 14 feet, 0 inches	266sqft	9
Implementation Date		
2024-04-11		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wallingford El Sch		101H
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2024-04-11		
Uploaded Files		

52 Assurance Check

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

Building Name		Room #
Wallingford El Sch		102A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 13 feet, 0 inches	169sqft	6
Implementation Date		
2024-04-11		
Uploaded Files		

53Assurance Check

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

Building Name		Room #
Wallingford El Sch		210A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 25 feet, 0 inches	325sqft	11
Implementation Date		
2024-04-11		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wallingford El Sch		210B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 25 feet, 0 inches	350sqft	12
Implementation Date		
2024-04-11		
Uploaded Files		

55 Assurance Check

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

Special Education Support Services

56Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Other	1	District Wide	District
Occupational Therapist	4.5	District Wide	Contractor
Paraprofessionals	63	District Wide	District
Paraprofessionals	57	District Wide	Contractor
Behavior Specialist	2	District Wide	Contractor
Behavior Specialist	2	District Wide	District
Guidance Counselor	13	District Wide	Contractor
Behavior Specialist	2	District Wide	District
Social Worker	1	District Wide	District
School Psychologist	5	District Wide	District
Physical Therapist	1	District Wide	Contractor
School Psychologist	0.6	District Wide	Contractor
Other	2	Secondary	Contractor
Other	1	Secondary	District
Other	9	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Supporting Neurodivergent Students			
Lead Person/Position		Year of Training	
Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-1.5	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Supporting Families of School-Aged Students with Autism			
Lead Person/Position		Year of Training	
Ben Hartranft		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Seminal De-escalation Techniques for all Educators			
Lead Person/Position		Year of Training	
Board-Certified Behavioral Analysts		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-1.5	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Conducting Teacher-led Funtional Behavior Assessments			
Lead Person/Position		Year of Training	
Board-Certified Behavior Analysts		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-1.5	1	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training

Universal Environmental Redesign and Preventative Learning Environments Designed around Inclusive and Safe Learning			
Lead Person/Position		Year of Training	
Directors of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	ONGOING	District	General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Understanding Neurodiversity- this is part of the District's overall mission to promote cultural proficiency and intended to provide additional strategies for working with myriad learning needs in a support-role			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-1.5	ONGOING	District	Paraprofessionals

Transition

Description of Training	
Evidence-based practices in transition	
Lead Person/Position	Year of Training

Special Education Supervisors and Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	ONGOING	District Intermediate Unit	Special Education Teachers

Description of Training			
School Counselors and the Role in transition planning for students with high-incidence disabilities ages 14-18			
Lead Person/Position		Year of Training	
Supervisor of Student Services, Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	ONGOING	District	Other

Description of Training			
Transition Planning Overview for Secondary Administrators			
Lead Person/Position		Year of Training	
Supervisor of Special Education and Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	ONGOING	District	Building Administrators Parents

Science of Literacy

Description of Training			
A systematic, explicit, cumulative, intensive, and focused approach to teaching the structure of the English language/total word structure to address decoding and encoding deficits in students requiring individualized supports			
Lead Person/Position		Year of Training	
Office of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2-4	ONGOING	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Styer Fitzgerald Program for Functional Academics			
Lead Person/Position		Year of Training	
Autistic Support Teachers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	ONGOING	District	Parents

Description of Training			
Augmentative and Alternative Communication Systems (AAC)			
Lead Person/Position		Year of Training	
Autistic Support Teachers and Speech & Language Teachers		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	ONGOING	District	Parents

Description of Training			
Home-based Services and Physical Supports in the Home (TARGETED)			
Lead Person/Position		Year of Training	
Board Certified Behavior Analyst		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Supporting your Child's Self-Regulation - Using a brain-based approach to understanding a child's behavior, and using practical tools to best support self-regulation			
Lead Person/Position		Year of Training	
InMind Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Transition Training for families: 1) Post-secondary education goals, activities, and services 2) Employment goals, activities, and services, 3) Independent Living goals, activities, and services			
Lead Person/Position			Year of Training
Transition Coordinator, Supervisors of Special Education			2024 2025 2026 2027
Hours Per Training	Number of Sessions		Provider
2.5	1		District
			Audience
			Parents

Description of Training			
Managing Emotional Intensity in Neurodivergent Students			
Lead Person/Position			Year of Training
Dr. Matthew Zakreski			2024
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Parents

IEP Development

Description of Training	
Administrative Training on updates to programs and initiatives	
Lead Person/Position	Year of Training
Directors of Student Services	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	ONGOING	District	Central Office Administrators Special Education Teachers

Description of Training			
The Legal Requirements of Serving as LEA			
Lead Person/Position		Year of Training	
Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	ONGOING	District	Building Administrators Central Office Administrators

Description of Training			
Writing Measurable Goals and Evaluating Progress			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	ONGOING	District	Special Education Teachers

