# Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 586
School District Total Student Enrollment 4234
Percent of Students Receiving Special Education 13.8

# Steering Committee (Some Last Names and/or other information may be redacted or omitted)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building | Email |
| Ian Sandberg | Director of Special Education | Wallingford-Swarthmore SD | isandberg@wssd.org |
| Wagner Marseille | Superintendent | Wallingford-Swarthmore SD | wmarseille@wssd.org |
| Megan McCullough | Director of Special Education | Wallingford-Swarthmore SD | mmccullough@wssd.org |
| Thomas McLaughlin | Building Principal | Strath Haven HS | tmclaughlin@wssd.org |
| Gabriel Savage | Building Principal | Wallingford El Sch | gsavage@wssd.org |
| Jean Solecki | Other | Wallingford-Swarthmore SD | jsolecki@wssd.org |
| Mary Jo Witkowski-Smith | Board Member | Wallingford-Swarthmore SD |
| Sarah Holt | Special Education Teacher | Strath Haven HS | sholt@wssd.org |
| Lauren Bannon | Special Education Teacher | Wallingford El Sch | lbannon@wssd.org |
| Paulette Speaker | Special Education Teacher | Strath Haven HS | pspeaker@wssd.org |
| Regina Hollis | Special Education Teacher | Strath Haven HS | rhollis@wssd.org |
| Jaclyn Boden | Special Education Teacher | Swarthmore-Rutledge Sch | jboden@wssd.org |
| Pat Bender | Special Education Teacher | Nether Providence El Sch | pbender@wssd.org |
| Alison Taylor | Special Education Teacher | Strath Haven MS | ataylor@wssd.org |
| Jessica  | Parent |  |  |
| Autumn  | Parent |  |  |
| Aine | Parent |  |  |
| Kelly | Parent |  |  |

# School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

## Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

## Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

## Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

# School District Areas of Improvement and Planning - Monitoring

|  |  |
| --- | --- |
| Corrective Action | Improvement and Planning Activities |
| As of the Corrective Action Verification, Compliance and Improvement Plan issued by the Pennsylvania Bureau of Special Education on January 18, 2022, the District was cited for 33 file review items among a total of 233 items. The items cited range from issues pertaining to procedural compliance and management of documents to improving the graduation rates for students with disabilities, increasing time spent within the general education learning environment for students with disabilities, and increasing the rate of State assessment participation among students with disabilities. |  |
| FSA-Educational Benefit Review: Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward their annual goals.  | The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of this report. For all students requiring corrective action within the 30-day period (one), that corrective action has been closed, as was confirmed via email on February 7th, 2022.  |
| FSA-Graduation Rates (SPP): Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate. | The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. |
| FSA-Least Restrictive Environment: Standard: Students with disabilities are provided for in the least restrictive environment. | The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day and students with disabilities served in other locations. |
| FSA-Participation in PSSA and PASA: Standard: The LEA's population of students who participate in state assessment is comparable with the state data. | The LEA will submit an improvement plan to address meeting the SPP target for participation rates. |

# Identification Method

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

Discrepancy Model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |

# Significant Disproportionality - Placement

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Discipline

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Non-Resident Students Oversight

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

No
2. 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 an 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.
3. 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 n 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
2. 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 analyzed its data related to educating students in the least restrictive environment (LRE) across the last four school years: 2017-2018, 2018-2019, 2019-2020, and 2020-2021. Highlighted Areas of Improvement: The percentage of students receiving special education in the District participating in the general education environment for less than 40% of the school day, has remained somewhat static and is significantly below the average in the state of Pennsylvania. The percentage of students receiving special education in the District who are educated in other settings altogether is slightly above the State. Nonetheless, the rate at which the District educates students receiving special education in other settings has decreased across the last 4 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 has recently begun to expand upon its model of RtII as an academic component under a broad model Multi-tiered Systems of Support (MTSS) as a means for implementing pre-referral interventions for academics, social, emotional, and behavioral reasons. 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.
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 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 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.
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 institutions. It views such programs as highly restrictive. 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, when 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; The Office of Student Services is currently seeking to expand internal capacity and oversight by way of transitioning towards a model whereby the District directly employs more related service-providers directly. This in turn is thought to have an impact on the quality of student programming due to increased internal controls over the provided services.

### 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 |
| Forward Bound | Other  | Public Separate Facility - Non-residential | Delaware County Intermediate Unit (DCIU) | Emotional Support  | 1 |
| Marple Educational Center | Other  | Public Separate Facility - Non-residential | Delaware County Intermediate Unit (DCIU) |  | 2 |
| Center for Autism Research and Education Services | Approved Private School (APS)  |  | Devereux | Autistic Support  | 2 |
| HMS School for Children with Cerebral Palsy | Approved Private School (APS)  |  | HMS School for Children with Cerebral Palsy |  | 2 |
| LifeWorks School at Rockbourne Falls | Licensed Private Academic  |  | LifeWorks | Emotional Support  | 1 |
| Melmark School | Approved Private School (APS)  |  | Melmark School | Multiple Disabilities Support  | 2 |
| 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  | 5 |

# 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 a diverse student body. Specific to behavior, the District relies on a high-fidelity model of positive behavior supports and interventions (PBIS) at all three elementary schools (2019), as well as its middle school (September 2021). Under a model of response-to-intervention, the District supports social and emotional needs of students along a continuum of supports whereby the intensity of interventions increases in proportion to the severity of needs, which are discussed below. 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 will employ evidence-based interventions as part of their individualized education programs (IEPs) within schools, as well as 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 pro-social 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. Guidance counselors, psychologists, special and general education teachers, targeted, and tier three counselors 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. Beginning in the spring of 2019, Wallingford-Swarthmore School District, in partnership with the Delaware County Intermediate Unit (DCIU), provided professional development in PBIS Tier I to all staff grades K-5. Elementary PBIS Tier I Core Teams subsequently received four days of comprehensive training. Within the next implementation phase, elementary teams completed four days of required training in PBIS Tier II, while the middle school teams participated in the PBIS Tier I professional development. In the spring of 2022, the middle school team will receive a four day comprehensive training in PBIS Tier II. Plans for implementation of PBIS at the high school level are currently being developed. In addition to the professional development and ongoing coaching around PBIS, school teams are trained in Safety-Care. Safety-Care professional development modules include training in classroom and group management, and additional procedures for de-escalation and physical intervention as a last resort. At the elementary level, 4-6 staff members maintain Safety-Care certification through annual training. At the middle school level 6-8 staff members maintain certification and at the high school level 8-10 staff members must maintain active Safety-Care certification. The District contracts with 2.5 Board Certified Behavior Analysts (BCBAs) to provide ongoing coaching and consultation for students with complex behavior needs related to identified disabilities. Additionally, BCBAs have provided two half day training sessions for all special education staff and counselors. The focus of this professional development was to help teachers expand their “strategies toolkits” in order to create classroom structures based on a positive, accepting, inclusive, motivated, engaging teaching and classroom management. As part of a two-year Safe School Grant the district has contracted with a trauma coach that has provided two half-day trainings district-wide. These professional developments focused primarily on trauma-invested de-escalation strategies. In year one of the grant, the trauma coach provided ongoing coaching and professional development to school counselors and behavioral health counselors with a focus on building internal capacity around trauma-invested practices. In year two, the trauma coach created a cohort of “trauma champions” in each school by providing ongoing booster sessions and observation feedback using a trauma-focused rubric.
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 pro-social 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. These students typically receive extensive pull-out counseling supports. Families are often provided with supports as well. Moreover, the District will work with outside service providers in an effort to ensure that these students can 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 BCBAs 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 were trained in responsive classroom before the COVID-19 Pandemic 2020. 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 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** |
| Pet  | Secondary  | Full-time (1.0)  | 06/06/2022 12:29 PM  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Gil  | Secondary  | Full-time (1.0)  | 06/01/2022 10:34 AM  |

|  |
| --- |
| **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** |
| Vel  | Secondary  | Full-time (1.0)  | 06/01/2022 10:26 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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.75  |

|  |
| --- |
| **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 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.17  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Wor  | Secondary  | Full-time (1.0)  | 06/01/2022 10:24 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  | 15 to 18 |
| **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%) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.4  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sto  | Secondary  | Full-time (1.0)  | 06/01/2022 10:22 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%) | 16  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.8  |

|  |
| --- |
| **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 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sol  | Secondary  | Full-time (1.0)  | 06/01/2022 10:20 AM  |

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

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Spe  | Secondary  | Full-time (1.0)  | 06/01/2022 10:19 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) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 16 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.28  |

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| **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%) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

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| **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  | 17 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.02  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mur  | Secondary  | Full-time (1.0)  | 06/01/2022 10:17 AM  |

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| **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%) | 12  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.6  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Car  | Secondary  | Full-time (1.0)  | 06/01/2022 10:15 AM  |

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| **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  | 15 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

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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) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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| **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  | 17 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.17  |

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| **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 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.15  |

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| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Hol  | Secondary  | Full-time (1.0)  | 06/01/2022 10:11 AM  |

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| **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%) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.7  |

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| **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 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

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| **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  | 15 to 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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| **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  | 15 to 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.02  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Hol2  | Secondary  | Full-time (1.0)  | 06/01/2022 10:08 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) | 30  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.6  |

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| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.04  |

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| **Building Name** |
| Strath Haven HS  |
| **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  | Secondary  | 15 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Les  | Secondary  | Full-time (1.0)  | 06/01/2022 10:06 AM  |

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| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades 7-12)  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| **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  | 14 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

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| **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  | 14 to 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.35  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| McA  | Secondary  | Full-time (1.0)  | 06/01/2022 10:03 AM  |

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| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 17 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.5  |

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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) | 13  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 17 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.26  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Lub  | Secondary  | Full-time (1.0)  | 06/01/2022 10:00 AM  |

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| **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  |

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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) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 17 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.14  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Hol3  | Secondary  | Full-time (1.0)  | 06/01/2022 09:56 AM  |

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| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 16 to 21 |
| **Age Range Justification** | **FTE %** |
| One student, aged 21, is is community/employment instruction all week and is not in class with remaining students. Under Act 66, this student stayed on.  | 0.42  |

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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) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 18 to 19 |
| **Age Range Justification** | **FTE %** |
|  | 0.04  |

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| --- |
| **Building Name** |
| Strath Haven HS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades 7-12)  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 18 to 21 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

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| **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  | 18 to 19 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| **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) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 19 to 19 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Fla  | Secondary  | Full-time (1.0)  | 06/01/2022 09:28 AM  |

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| **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  | 13 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Lau  | Secondary  | Full-time (1.0)  | 06/01/2022 09:26 AM  |

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| **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%) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 11 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.62  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 11 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.33  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Cra  | Secondary  | Full-time (1.0)  | 06/01/2022 09:25 AM  |

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| **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%) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.4  |

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| **Building Name** |
| Strath Haven MS  |
| **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  | 11 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.02  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Fiu  | Secondary  | Full-time (1.0)  | 06/01/2022 10:32 AM  |

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| **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  |

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| **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  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| ONe  | Secondary  | Full-time (1.0)  | 06/01/2022 09:23 AM  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 11 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mau  | Secondary  | Full-time (1.0)  | 06/01/2022 09:21 AM  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.14  |

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| **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  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| McK  | Secondary  | Full-time (1.0)  | 06/01/2022 09:20 AM  |

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| **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  |

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| **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  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.45  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Cha  | Secondary  | Full-time (1.0)  | 06/01/2022 09:36 AM  |

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| **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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

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| **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  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Con  | Secondary  | Full-time (1.0)  | 06/01/2022 09:17 AM  |

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| **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%) | 13  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.65  |

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| **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  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Wal  | Secondary  | Full-time (1.0)  | 06/01/2022 09:16 AM  |

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| **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  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Dev  | Secondary  | Full-time (1.0)  | 06/01/2022 09:14 AM  |

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| **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  |

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| **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%) | 12  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.6  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sca  | Secondary  | Full-time (1.0)  | 06/01/2022 09:12 AM  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.14  |

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| **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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Har  | Secondary  | Full-time (1.0)  | 06/01/2022 09:10 AM  |

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| **Building Name** |
| Strath Haven MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 11 to 12 |
| **Age Range Justification** | **FTE %** |
|  | 0.14  |

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| **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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 11 to 12 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Cof  | Secondary  | Full-time (1.0)  | 06/01/2022 09:08 AM  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Hir  | Secondary  | Full-time (1.0)  | 06/01/2022 09:07 AM  |

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| **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  |

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| **Building Name** |
| Strath Haven MS  |
| **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  | 10 to 12 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Tay  | Secondary  | Full-time (1.0)  | 06/01/2022 09:05 AM  |

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| **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%) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.4  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Wag  | Elementary  | Full-time (1.0)  | 05/31/2022 04:25 PM  |

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| **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) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 6 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sch  | Elementary  | Part-time (0.5)  | 05/31/2022 04:25 PM  |

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| **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) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 5 |
| **Age Range Justification** | **FTE %** |
|  | 0.03  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| For  | Elementary  | Full-time (1.0)  | 05/31/2022 04:23 PM  |

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| **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  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Coo  | Elementary  | Full-time (1.0)  | 05/31/2022 04:22 PM  |

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| **Building Name** |
| Swarthmore-Rutledge Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.16  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Fay  | Elementary  | Full-time (1.0)  | 05/31/2022 04:21 PM  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mal  | Elementary  | Full-time (1.0)  | 05/31/2022 04:19 PM  |

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| **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  | 6 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mit  | Elementary  | Full-time (1.0)  | 05/31/2022 04:29 PM  |

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| **Building Name** |
| Wallingford-Swarthmore SD  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| **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  | 8 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Bod  | Elementary  | Full-time (1.0)  | 05/31/2022 04:17 PM  |

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| **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  | 10 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

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| **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  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Aro  | Elementary  | Full-time (1.0)  | 05/31/2022 04:12 PM  |

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| **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  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mor  | Elementary  | Full-time (1.0)  | 05/31/2022 04:14 PM  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sch  | Elementary  | Full-time (1.0)  | 05/31/2022 04:07 PM  |

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| **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  | 8 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.04  |

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| **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  | 7 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Kin  | Elementary  | Full-time (1.0)  | 05/31/2022 04:02 PM  |

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| **Building Name** |
| Wallingford 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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sco  | Elementary  | Full-time (1.0)  | 05/31/2022 04:01 PM  |

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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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

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| **Building Name** |
| Wallingford El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.04  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Ban  | Elementary  | Full-time (1.0)  | 05/31/2022 03:58 PM  |

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| **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 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.62  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Mar  | Elementary  | Full-time (1.0)  | 05/31/2022 03:57 PM  |

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| **Building Name** |
| Wallingford El Sch  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.06  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Bra  | Elementary  | Full-time (1.0)  | 05/31/2022 03:56 PM  |

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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%) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **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%) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.5  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sta  | Elementary  | Full-time (1.0)  | 05/31/2022 03:51 PM  |

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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%) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **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  | 6 to 6 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Fer  | Elementary  | Full-time (1.0)  | 05/31/2022 03:50 PM  |

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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%) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

|  |
| --- |
| **Building Name** |
| Wallingford El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.06  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Pot  | Elementary  | Full-time (1.0)  | 05/31/2022 03:48 PM  |

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| --- |
| **Building Name** |
| Wallingford 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  | 9 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

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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%) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.15  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Con  | Elementary  | Full-time (1.0)  | 05/31/2022 03:47 PM  |

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| --- |
| **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  | 11 to 11 |
| **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** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 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.  | 0.1  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Rei  | Elementary  | Full-time (1.0)  | 05/31/2022 03:42 PM  |

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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%) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| --- |
| **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  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Fri  | Elementary  | Full-time (1.0)  | 05/31/2022 03:23 PM  |

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| --- |
| **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) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Ril  | Elementary  | Part-time (0.5)  | 05/31/2022 04:30 PM  |

|  |
| --- |
| **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  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Gol  | Elementary  | Full-time (1.0)  | 05/31/2022 03:20 PM  |

|  |
| --- |
| **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%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 6 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

|  |
| --- |
| **Building Name** |
| Nether Providence El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 6 |
| **Age Range Justification** | **FTE %** |
|  | 0.16  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Wis  | Elementary  | Full-time (1.0)  | 05/31/2022 03:18 PM  |

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| --- |
| **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%) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Tur  | Elementary  | Full-time (1.0)  | 05/31/2022 03:17 PM  |

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| --- |
| **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%) | 9  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.45  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Dou  | Elementary  | Full-time (1.0)  | 05/31/2022 03:15 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) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 9 |
| **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  | 8 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.35  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Ben  | Elementary  | Full-time (1.0)  | 05/31/2022 03:10 PM  |

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| --- |
| **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%) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

|  |
| --- |
| **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  | 7 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

# Special Education Facilities

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven HS  | 421 |
| **School Building** | **Building Description** |
| Senior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 14 feet, 0 inches x 39 feet, 0 inches | 546sqft | 19 |
| **Implementation Date** |
| 2022-06-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven HS  | 414 |
| **School Building** | **Building Description** |
| Senior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 25 feet, 0 inches | 600sqft | 21 |
| **Implementation Date** |
| 2022-06-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven HS  | 314 |
| **School Building** | **Building Description** |
| Senior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 25 feet, 0 inches | 600sqft | 21 |
| **Implementation Date** |
| 2022-06-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 116 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 119 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 122 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 125 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 218 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 209 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 32 feet, 0 inches x 30 feet, 0 inches | 960sqft | 34 |
| **Implementation Date** |
| 2022-06-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Nether Providence El Sch  | 205 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C310 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C210 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C218 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C122 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C322 |
| **School Building** | **Building Description** |
| Middle  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 14 feet, 0 inches x 19 feet, 0 inches | 266sqft | 9 |
| **Implementation Date** |
| 2022-06-10 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C118 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C234 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C110 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C309 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C318 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C209 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C323 |
| **School Building** | **Building Description** |
| Middle  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 18 feet, 0 inches | 414sqft | 14 |
| **Implementation Date** |
| 2022-06-10 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C233 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Strath Haven MS  | C109 |
| **School Building** | **Building Description** |
| Middle  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 12 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 27 feet, 0 inches x 22 feet, 0 inches | 594sqft | 21 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 301 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 27 feet, 0 inches x 22 feet, 0 inches | 594sqft | 21 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 308 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 23 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 22 feet, 0 inches x 28 feet, 0 inches | 616sqft | 22 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 212 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 20 feet, 0 inches x 21 feet, 0 inches | 420sqft | 15 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 300 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 20 feet, 0 inches x 12 feet, 0 inches | 240sqft | 8 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 304 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 33 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Swarthmore-Rutledge Sch  | 200 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 22 feet, 0 inches x 19 feet, 0 inches | 418sqft | 14 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 136 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 27 feet, 0 inches | 621sqft | 22 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 219 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 32 feet, 0 inches | 736sqft | 26 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 222 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 17 feet, 0 inches x 21 feet, 0 inches | 357sqft | 12 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 223 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 10 feet, 0 inches x 18 feet, 0 inches | 180sqft | 6 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 132 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 28 feet, 0 inches | 644sqft | 23 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 210 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 28 feet, 0 inches x 30 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 229 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 215 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 28 feet, 0 inches x 31 feet, 0 inches | 868sqft | 31 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 220 |
| **School Building** | **Building Description** |
| Elementary  | 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** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 104 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 13 feet, 0 inches x 18 feet, 0 inches | 234sqft | 8 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 137 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 12 feet, 0 inches x 10 feet, 0 inches | 120sqft | 4 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 224 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 15 feet, 0 inches x 18 feet, 0 inches | 270sqft | 9 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Wallingford El Sch  | 212 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 15 feet, 0 inches x 23 feet, 0 inches | 345sqft | 12 |
| **Implementation Date** |
| 2022-06-21 |
| **Uploaded Files** |
|  |

Assurance Check

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

# Special Education Support Services

Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| Director of Special Education  | 3  | District Wide  | District  |
| Director of Pupil Services  | 2  | District Wide  | District  |
| School Psychologist  | 5  | District Wide  | District  |
| School Psychologist  | 0.6  | District Wide  | Contractor  |
| Physical Therapist  | 0.4  | District Wide  | Contractor  |
| Occupational Therapist  | 4.5  | District Wide  | Contractor  |
| Paraprofessionals  | 66  | District Wide  | District  |
| Paraprofessionals  | 43  | District Wide  | Contractor  |
| Behavior Specialist  | 1  | District Wide  | Contractor  |
| Other  | 7  | District Wide  | District  |
| Guidance Counselor  | 17  | District Wide  | District  |
| Guidance Counselor  | 4  | District Wide  | Contractor  |
| Behavior Specialist  | 2  | District Wide  | District  |
| Social Worker  | 1  | District Wide  | District  |

# Special Education Personnel Development

## Autism

|  |
| --- |
| **Description of Training** |
| The District is committed to ensuring professional development in order to best support the needs of students with autism in the least restrictive environment. At the elementary level, the District will further refine its low-incidence programming in order to maintain students within the District as appropriate. Professional development here will focus on behavioral, functional, and sensory interventions for specialists. The District will also provide training for all staff in order to promote meaningful access and inclusion of students with autism in the general education environment by way of a comprehensive consultative model whereby evidence-based interventions are explicitly taught to various staff members in order to promote generalization of skills needed to accommodate students. At the secondary level, professional development will focus on the streamlining of supports for students with significant impairments who are autistic between AS and life skills programming, as well as delineating the supports unique to AS programming specific to pragmatic and functional language development and transition-planning. As with the elementary level, the secondary level will draw upon a comprehensive consultative model ensuring that all staff are given evidence-based strategies necessary for the acquisition and generalization of skills. Opportunities for exceptional professional development are provided through both PaTTAn and the Delaware County Intermediate UNit (DCIU) for both professional and support staff. The District will participate in training intended to further refine its programs which target skills development for students with autism. These trainings include appropriate goal-setting, progress-monitoring for reliable and data-based decision making, effective strategies used to increase meaningful access within the least restrictive setting appropriate, use of principles of applied behavior analysis (ABA) necessary for appropriate behavior modification required for access to meaningful educational programming. |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1-1.5 | 4 | District | Building AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education TeachersOther |

|  |
| --- |
| **Description of Training** |
| The District is committed to ensuring professional development in order to best support the needs of students with autism in the least restrictive environment. At the elementary level, the District will further refine its low-incidence programming in order to maintain students within the District as appropriate. Professional development here will focus on behavioral, functional, and sensory interventions for specialists. The District will also provide training for all staff in order to promote meaningful access and inclusion of students with autism in the general education environment by way of a comprehensive consultative model whereby evidence-based interventions are explicitly taught to various staff members in order to promote generalization of skills needed to accommodate students. At the secondary level, professional development will focus on the streamlining of supports for students with significant impairments who are autistic between AS and life skills programming, as well as delineating the supports unique to AS programming specific to pragmatic and functional language development and transition-planning. As with the elementary level, the secondary level will draw upon a comprehensive consultative model ensuring that all staff are given evidence-based strategies necessary for the acquisition and generalization of skills. Opportunities for exceptional professional development are provided through both PaTTAn and the Delaware County Intermediate Unit (DCIU) for both professional and support staff. The District will participate in training intended to further refine its programs which target skills development for students with autism. These trainings include appropriate goal-setting, progress-monitoring for reliable and data-based decision making, effective strategies used to increase meaningful access within the least restrictive setting appropriate, use of principles of applied behavior analysis (ABA) necessary for appropriate behavior modification required for access to meaningful educational programming. |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1-1.5 | 4 | DistrictIntermediate UnitPaTTAN | Central Office AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education TeachersOther |

## Positive Behavior Support

|  |
| --- |
| **Description of Training** |
| Providing multiple means of engagement and representation through Universal Design for Learning (UDL) within a multi-tiered system of support (MTSS) |
| **Lead Person/Position** | **Year of Training** |
| Supervisor of Student Services | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1-1.5 | 3 | DistrictIntermediate UnitOther | Building AdministratorsGeneral Education TeachersSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Providing multiple means of engagement and representation through Universal Design for Learning (UDL) within a multi-tiered system of support (MTSS) |
| **Lead Person/Position** | **Year of Training** |
| Supervisor of Student Services | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1-1.5 | 3 | DistrictIntermediate UnitPaTTAN | Building AdministratorsGeneral Education TeachersSpecial Education Teachers |

## Paraprofessional

|  |
| --- |
| **Description of Training** |
| Cultural proficiency and special education - this is a targeted training based on the District's initiative to increase equitable outcomes among all students. This training will provide tools aimed at increasing engagement and promoting access for all students. |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors, Coaches | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 4 | Other | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Cultural proficiency and special education - this is a targeted training based on the District's initiative to increase equitable outcomes among all students. This training will provide tools aimed at increasing engagement and promoting access for all students. |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors, Coaches | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 4 | Other | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Understanding neurodiversity- this is an overview training intended to provide additional strategies for working with myriad learning styles |
| **Lead Person/Position** | **Year of Training** |
| Supervisors of Special Education | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 1 | Intermediate Unit | ParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Social Skills in the authentic environment - this is the second year of training intended to promote the explicit instruction of pro-social and adaptive skills required for students to flourish in the least restrictive environment. |
| **Lead Person/Position** | **Year of Training** |
| Office of Student Services | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 2 | Other | ParentsParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Academic Skills in Math - This training will give additional strategies to paraprofessional staff used to support struggling learners in the area of math. |
| **Lead Person/Position** | **Year of Training** |
| Supervisors of Special Education | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 1 | Other | Paraprofessionals |

## Transition

|  |
| --- |
| **Description of Training** |
| Supporting transition for students with disabilities ages 14-18 and low incidence disabilities ages 18-21 |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors and Transition Coordinator | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | DistrictIntermediate Unit | Building AdministratorsGeneral Education TeachersSpecial Education Teachers |

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| **Description of Training** |
| Focused topics in transition planning: 1) Accommodations and modifications and 2) work-experience opportunities, PAES Lab, and Community work-experiences |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors and Transition Coordinator | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 2 | District | Paraprofessionals |

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| **Description of Training** |
| Evidence-based practices in transition |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors and Transition Coordinator | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1.5 | 3 | District | Special Education Teachers |

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| **Description of Training** |
| Focused topics in transition planning: 1) transition assessments 2) technical high school programs 3) agency supports |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors and Transition Coordinator | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | DistrictIntermediate Unit | ParentsSpecial Education Teachers |

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| **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 | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1.5 | 2 | District | Other |

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| **Description of Training** |
| Transition Planning Overview for Secondary Administrators |
| **Lead Person/Position** | **Year of Training** |
| Supervisor of Special Education and Transition Coordinator | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Building AdministratorsParents |

## Science of Literacy

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| **Description of Training** |
| Evidence-based practices in literacy and universal design for learning within a multi-tiered system of support including science of reading training, Tier I instruction and resources, including universal screening, data assessment of literacy skills, Tier II and Tier III interventions (ie. Just Words and Wilson Reading System). |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 3 | DistrictIntermediate Unit | General Education TeachersSpecial Education Teachers |

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| **Description of Training** |
| Evidence-based practices in literacy and universal design for learning within a multi-tiered system of support including science of reading training, Tier I instruction and resources, including universal screening, data assessment of literacy skills, Tier II and Tier III interventions (ie. Just Words and Wilson Reading System). |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisors | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2-4 | 3 | DistrictIntermediate Unit | General Education TeachersSpecial Education Teachers |

## Parent Training

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| **Description of Training** |
| Styer Fitzgerald Program for Functional Academics |
| **Lead Person/Position** | **Year of Training** |
| Autistic Support Teachers | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Parents |

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| --- |
| **Description of Training** |
| Styer Fitzgerald Program for Functional Academics |
| **Lead Person/Position** | **Year of Training** |
| Autistic Support Teachers | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Parents |

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| **Description of Training** |
| Augmentative and Alternative Communication Systems (AAC) |
| **Lead Person/Position** | **Year of Training** |
| Autistic Support Teachers and Speech & Language Teachers | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Parents |

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| --- |
| **Description of Training** |
| Augmentative and Alternative Communication Systems (AAC) |
| **Lead Person/Position** | **Year of Training** |
| Autistic Support Teachers and Speech & Language Teachers | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District |  |

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| **Description of Training** |
| Home-based Services and Supporting Behavior in the Home |
| **Lead Person/Position** | **Year of Training** |
| Board Certified Behavior Analyst | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Parents |

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| **Description of Training** |
| Home-based Services and Supporting Behavior in the Home |
| **Lead Person/Position** | **Year of Training** |
| Board Certified Behavior Analyst | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Parents |

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| **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, and Supervisor of Student Services | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1.5 | 1 | District | Parents |

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| --- |
| **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, and Supervisor of Student Services |  |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1.5 | 1 | District | Parents |

## IEP Development

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| **Description of Training** |
| Administrative Training on updates to programs and initiatives |
| **Lead Person/Position** | **Year of Training** |
| Directors of Student Services | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 8 | Intermediate Unit | Central Office Administrators |

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| **Description of Training** |
| Administrative Training on updates to programs and initiatives |
| **Lead Person/Position** | **Year of Training** |
| Directors of Student Services | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 8 | Intermediate Unit |  |

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| **Description of Training** |
| Administrative training on Case Law |
| **Lead Person/Position** | **Year of Training** |
| Directors of Student Services | 2022-23 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 8 | Other | Central Office Administrators |

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| **Description of Training** |
| Administrative training on Case Law |
| **Lead Person/Position** | **Year of Training** |
| Directors of Student Services | 2023-24 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 8 | Other | Central Office Administrators |

# Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date