

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Methacton SD		123465303
<b>Address 1</b>		
1001 Kriebel Mill Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Eagleville	PA	19403
<b>Director of Special Education Name</b>		
Dr. Jamie Gravinese		
<b>Director of Special Education Email</b>		
jgravinese@methacton.org		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
610-489-5000		15015
<b>Chief Administrator Name</b>		
Dr David A Zerbe		
<b>Chief Administrator Email</b>		
dzerbe@methacton.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 785

**School District Total Student Enrollment** 4584

**Percent of Students Receiving Special Education** 17.1

## Steering Committee

Name	Position/Role	Building	Email
Dr. Jamie Gravinese	Director of Special Education	Methacton SD	jgravinese@methacton.org
Dr. Amy Mangano	Other	Methacton SD	amangano@methacton.org
Dr. Danielle Fowlston	Other	Methacton SD	dfowlston@methacton.org
Mrs. Corina Todd	Other	Methacton SD	Ctodd@methacton.org
Dr. Matthew Walsh	Director of Curriculum	Methacton SD	mwash@methacton.org
Sandy Katz	Parent	Methacton HS	skatz92@gmail.com
Glna Stover	Parent	Skyview Upper El Sch	g19skiii@yahoo.com
Michelle Greenawalt	Parent	Methacton HS	grinnellgirl@hotmail.com
Kelley Ludwig	Parent	Arcola Intrmd Sch	kelley.ludwig1@gmail.com
Jodi Kohar	Parent	Eagleview El Sch	jodihowe16@yahoo.com
Katie Donnelly	Special Education Teacher	Woodland El Sch	Kdonnelly@methacton.org
Reba Mann	Parent	Methacton HS	rebashaw@aol.com
Kit Markle	General Education Teacher	Worcester El Sch	kmarkle@methacton.org
Karen Wolfe	Parent	Methacton HS	Kwolfe610@verizon.net
Amy Smith	Parent	Methacton SD	amycagssmith@gmail.com
Kip Wolfe	Parent	Methacton HS	Kwolfe610@verizon.net
Andrea Lopez	Parent	Methacton SD	amycagssmith@gmail.com
Amy Hoffman	Parent	Methacton SD	amy.hofmann@gmail.com
John Conran	Building Principal	Skyview Upper El Sch	jconran@methacton.org
Nameer Bhatti	Parent	Methacton SD	nameerb@gmail.com
Rob Corcoran	Building Principal	Eagleview El Sch	rcorcoran@methacton.org
Kathleen Theil	Board Member	Methacton SD	ktheil@methacton.org
Tara Strouse	Other	Methacton SD	tstrouse@methacton.org
Deb Euker	Building Principal	Methacton HS	deuker@methacton.org
Cyndi Kirschner	General Education Teacher	Worcester El Sch	ckirschner@methacton.org
Sharon Connolly	Other	Methacton SD	connollypa@verizon.net
Zenia Ardeshtna	Parent	Methacton SD	Zeniahardeshna@gmail.com
Christina Roche	Parent	Methacton SD	christinamroche@gmail.com
Pat Fite	Special Education Teacher	Methacton HS	pfite@methacton.org



School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
-----------------------------------

Improve post secondary transition training for staff, students and families
---

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

<b>Improvement and Planning Activity</b>
--

Increase participation rates for state testing for students with IEPs
---

### Education Environments (Indicator 5)

<b>Improvement and Planning Activity</b>
--

Review continuum of supports, services, programming and procedures for determining out of district placements for students with significant needs. There may be students with extenuating circumstances and high need. To determine the best support of their programming, we will conduct an analysis of effective programs and procedures within the district to ensure we are offering a continuum of supports and services.

### 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
Improve post secondary transition training for staff, students and families	Annual Indicator 13 training for staff; Incorporate PA Transition Checklist to all transition-age students; Explicit instruction for families in the area of transition at annual IEP meetings; Research options for partners for transition services for students; create a road-map for parents with timelines, resources, and responsibilities; Plan and offer transition activities for students.
Increase participation rates for state testing for students with IEPs	For PASA, PSSA and Keystones, meet with case managers to determine qualifying factors for targeted students; communicate at IEP meetings with students, families, teachers and LEAs expectations; At IEP meetings, determine any necessary accommodations and which are appropriate; Communicate testing window to families frequently; work with counseling teams to plan for anxiety (pre-and post test) associated with testing.
Review continuum of supports, services, programming and procedures for determining out of district placements for students with significant needs	Complete audit of current educational supports and services; Complete audit of needs of currently placed students; ensure appropriate MTSS process is in place; create sensory options for students at all schools; Ensure continuum of services exists for all students; continued UDL training for teachers.



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
---------------	-----	---------------	-----	------------------

## Non-Resident Students Oversight

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

No

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

The Methacton School District is the host for any 1306 facilities located in its geographical area. The host may contract with the Montgomery County Intermediate Unit (MCIU) to provide services and/or supervision, but the responsibility lies with the district. These responsibilities include, but are not limited to child find, IEP development, and providing services and supports by a certified special education teacher.

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

If a student would be transitioning back to one of our schools, there would be extensive collaboration and communication between the 1306 facility, the MCIU and the district's special education supervisors to ensure that the appropriate programming, services and supports are in place prior to the student's return. In addition, efforts would be made to meet with the student multiple times within the school setting so the student can become familiar with their new educational environment. A school counselor would also be assigned to the student so the counselor could support their transition.

## Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Montgomery County Correctional Facility	Prison	Other	5

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

The Methacton School District is the host district for a county prison program located within its boundaries. The Montgomery County Correctional Facility Educational Program, provided by the Montgomery County Intermediate Unit, is overseen by the district's director of pupil services and supported by other school districts liaisons (9-12 Supervisor of Special Education, school psychologists, and clerical staff) as assigned. The district works collaboratively with parents, other school districts, Youth Detention Services, Juvenile Probation, Child and Youth Services, and other mental health agencies to monitor and enhance the program being provided to students. A free appropriate public education (FAPE) is provided to all eligible incarcerated school-age students via the MCIU's on-site classroom program. The district's Supervisor of Special Education for grades 9-12 serves as the local education agency (LEA) representative, participating in IEP team and other special education meetings, as needed. In addition, school age students placed in the prison facility will be referred for a psycho-educational evaluation, if this is deemed necessary. If the student is found to be eligible for special education services and supports through the evaluation process, an IEP will be developed by members of the IEP team in accordance with Chapter 14 regulations.

## Least Restrictive Environment

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

The district is continuing to focus its efforts on improving Inclusive practices in our schools. The district has a limited number of students in out-of-district placements. We pride ourselves on providing the necessary programs, services and supports within our schools so our students can attend their neighborhood schools and participate in the Least Restrictive Environment with supplementary aids and services. In the past, students who needed a therapeutic setting were often placed in an alternative school that could provide this support. Since the 2018-2019 school year, the district has been able to provide intensive mental health services in our schools so students who require this level of care could receive this service in their home school, as a natural part of their day. Our LRE percentages for students inside regular education environment 80% or more have improved at the secondary level (grades 7-12) and elementary levels (grades K-6) for students inside the regular education environment 80% or more of the day. The district still needs to address LRE for students with complex needs. We are looking to offer a continuum of services for students to be able to address students' needs. Additionally, the district has focused on ensuring that students with complex needs are included to the maximum extent appropriate in the least restrictive environment. LRE data for students with complex needs is not only reviewed on a quarterly basis, but also discussed extensively at each student's IEP team meeting. By partnering with the MCIU, behavioral health agencies and communication/sensory specialists, we have been able to improve the LRE for our students with complex needs. In addition, we have noticed significant gains in terms of meaningful participation by focusing on essential skills/learning, using assistive technology, and conducting comprehensive FBAs that lead to the development of sound Positive Behavior Support Plans that target behaviors by highlighting the student's areas of strengths. It should be noted that during the 2021-2022 and 2022-2023 school year, the district has also been providing professional development on Universal Design for Learning (UDL), and during the 2023-2024 school year, the district has been closely focusing on instructional planning. These trainings and focus will improve lesson development and benefit all students by removing barriers.

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

The district has been working toward full implementation of a Multi-Tiered System of Support (MTSS) framework. This model will allow our schools to provide evidence-based interventions and supports that specifically target the academic and social/emotional needs of all students. Data meetings and Child Study team meetings will occur on a monthly basis to review and conduct an analysis of benchmark and progress monitoring data to determine if any changes in tier placement should be made and/or the student should be referred for a psycho-educational evaluation. The district also embraces that movement within the MTSS framework is fluid, meaning that a student in Tier II could move back to Tier 1 if the intervention on a particular skills/concept has proven successful. Tier III also includes intensive school-based mental health services, if the student is eligible for this support. Additionally, the district has developed a trauma-informed care plan that includes for professional development for our staff. All of the trauma-informed trainings will also incorporate social, emotional learning for staff and students. Universal Design for Learning (UDL) is also an area of focus. Using UDL will allow students to access to their learning, an approach that is beneficial for all students. Lastly, the district has focused on the professional development of staff in the area of Social Emotional Learning (SEL) to ensure the whole child's needs are being met. Each building in the district had a team begin training in the 2022-2023 school year, and that training has continued in the 2023-2024 school year.

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

The Methacton School District is committed to Inclusive Practices so we can ensure that all students, including students with disabilities, are educated in the general education environment to the maximum extent appropriate with supplementary aids and services. To meet this goal, the District needs to provide

ongoing training to staff that address academic programming and increases their knowledge to meet the needs of all learners in their classrooms. The district has been providing training to our teachers on Universal Design for Learning (UDL) so they can develop lessons plans that are designed to meet the needs of our students with disabilities and allow for meaningful participation in the general education curriculum by removing barriers that prevent them from accessing the curriculum. The district has focused on Social Emotional Learning (SEL) training and implementation for staff to learn how to reach and connect with each student and to educate the whole child. This year, the district is working to provide a continuum of services to support students; staff are being trained in "Understanding LRE and How to Support Student Needs."

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

The Methacton School District uses both district staff and contracted personnel to address the needs of any student with a disability who wants to participate in extracurricular activities. All supplementary aids and services continue to be considered for access to the extracurricular activity and allow for meaningful participation. Examples include nursing services, paraprofessional support, modified practice schedules, participation in games for Unified Sports- home and away, travel buddy, and social stories specific to the extracurricular activity.

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

If a student with a disability is placed in a private institution to meet the student's needs, the IEP team will discuss opportunities for the student to participate with non-disabled peers in school-sponsored extra-curricular activities.

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)**

We strive to offer a continuum of services and supports to address the needs of our students with disabilities by offering innovative programs that target specific areas of need. Historically, the district needed to build capacity and expand our programs to address the mental health needs of our students. Beginning in 2018-2019, the district piloted the REACH program, an intensive school-based mental health program, for students in grades 7-8. Over the past few years, we have been able to expand the REACH program and it is now available for students in grades K-12 who require this level of support. This has allowed the district to program for most of our students who previously would have required an out-of-district placement to meet their social, emotional and mental health needs. While we have made gains, the district will continue to assess the current needs of our students (in and out of district) and focus on analyzing the effectiveness of our current programs and services to ensure we have a continuum of services to meet the programming needs of our students. The district will continue to partner with the Montgomery County Intermediate Unit for students who may need more support to meet their complex emotional/behavioral needs and provide them with a free, appropriate public education (FAPE).

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Camphill Special School	Approved Private School (APS)		Camphill Special School	Autistic Support	1
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	2
Pathway School	Approved Private School (APS)		The Pathway School	Emotional Support	3
Lakeside School	Licensed Private Academic		Lakeside Education Network	Emotional Support	2
Devereux	Approved Private School (APS)		Devereux Advanced Behavior Health	Autistic Support	4
Anderson	Licensed Private Academic		Montgomery County Intermediate Unit	Emotional Support	1
Capstone	Licensed Private Academic		Capstone Academy	Autistic Support	4
COVE Secure	Other	Juvenile Corrections Placement	Juvenile Detention Center	Emotional Support	1
Crefeld School	Licensed Private Academic		The Crefeld School	Autistic Support	1
Delaware Valley Friends	Licensed Private Academic		Delaware Valley Friends School	Learning Support	2
Lifeworks	Licensed Private Academic		Lifeworks Schools	Emotional Support	2
The Lincoln Center	Licensed Private Academic		The Lincoln Center for Family and Youth	Emotional Support	3
Melmark	Approved Private School (APS)		The Melmark School	Multiple Disabilities Support	2
Syracuse InclusiveU	Other	College Preparatory Program	Syracuse University	Autistic Support	1
Lakeside Vantage Academy	Licensed Private Academic		Lakeside Education Network	Emotional Support	2
Montgomery County Youth Center (Shelter)	Other		Montgomery County	Emotional Support	2
Montgomery County Intermediate Unit	Licensed Private Academic		Montgomery County Intermediate Unit	Autistic Support	5

Pennsylvania School for the Deaf	Approved Private School (APS)		PSD	Deaf and Hard of Hearing Support	1
Project Search	Licensed Private Academic		Kencrest	Life Skills Support	1

## Positive Behavior Support

### Date of Approval

2021-11-23

### Uploaded Files

BoardDocs® PL 113.2 - Behavior Support.pdf

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

The district provides emotional support and/or partners with ABA agencies, mental health counselors, intensive mental health clinicians and speech/language consultants to support the emotional, social needs of students with disabilities. These services and supports are available at all levels and IEP teams are responsible for determining the frequency and duration of these services/supports if they are needed. Students receiving special education services who demonstrate behaviors that impede his/her learning and/or that of others are required to have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a functional behavioral assessment and the data that is collected throughout a multiple step process over time. The IEP team gathers the most accurate picture possible of the behavior(s) impeding the student's learning and/or that of others. After the data has been gathered, it is analyzed by the IEP team to determine what the perceived functions of the behavior are and efforts are made to identify the setting events and the antecedents that cause and/or contribute to the demonstration of these behaviors. Students with positive behavior support plans (PBSPs) are included to the maximum extent appropriate in the regular education classroom environment, with or without the support of an ABA-trained aide, as determined by the IEP team. The district has been collaborating with BCBAs to develop comprehensive positive behavioral support plans (PBSP) for students with significant behaviors. Unlike a behavior intervention plan (BIP) which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process that describes how specific environments may be modified, what and how skills will be taught, and how the student may/will respond to both positive and problematic behaviors. Another key feature of a PBSP is to identify strategies and interventions that will be successful and are likely to be maintained over time in order to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experiences academic success, and engage in positive social interactions. Additionally, the PBSP includes a crisis prevention component aimed to reduce the possibility of serious injury to the student and/or individuals in close proximity to the student. The crisis plan provides teachers and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of what a crisis situation looks like for the student, the types of behaviors that warrant the use of this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring the use of this passive restraint, evaluation procedures, and training/support information for staff. Another component of the PBSP is a description of the evaluation and measurement procedures that will be used to determine the effectiveness of the strategies and interventions being implemented to reduce, prevent, or make inconsequential the problematic behavior(s) identified. When the PBSP is developed, training for all school personnel who interact directly with the student, as well as their parents or guardians, is included in the plan so the document can be implemented properly. Providing a positive, proactive approach to addressing problematic behaviors is the primary goal of our district. Furthermore, the district use of a



positive, pro-active approach to addressing problematic behaviors has allowed many of our students with behavioral issues to be educated in the least restrictive environment with or without the support of an ABA-trained aide (as determined by the IEP team).

**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.**

Only individuals who have been trained in CPI (Crisis Prevention Intervention) or Safety Cares are authorized to use restraint. CPI's trauma-sensitive, person-centered Nonviolent Crisis Intervention® training provides human services professionals with de-escalation techniques and other alternatives to the use of restraint, as well as safer, less-restrictive physical interventions to be used only as a when a student presents an immediate threat of physical harm to self or others. Safety Cares training program is a safe, behavioral management system that teaches physical intervention procedures so staff are equipped with the skills and confidence necessary to safely handle emergency situations. The restraint is to be used as a measure of last resort and only when all other options in the student's positive behavior support plan have been exhausted and/or if the behaviors are dangerous to self and others. Our staff is also trained to follow the positive behavior support procedures outlined in Board Policy No. 113.2. Additionally, our staff has been trained for the 2022-2023 and the 2023-2024 school years in Social Emotional Learning (SEL) to be able to best support students.

**3. Describe the district positive school wide support programs.**

Our K-4 Schools have implemented an MTSS approach for supporting the behavioral and mental health needs of all students. Staff and students have access to proactive strategies (TIER I) that can help to pre-teach self-regulation and sensory techniques. In addition, the school's data teams determine if students may need more support (TIER II/TIERIII) interventions. The district is continuing to provide trainings on the MTSS model to support student needs. Our upper elementary school is a National School of Character Counts and the building uses the pillars to recognize students for using them. The upper elementary school building is also piloting Positive Behavior Interventions System (PBIS) for this school year. The district is currently researching positive behavioral support options for students in grades 7-12; however, in the interim, our assistant principals focus on using conflict resolution when and if appropriate.

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

The district provides school-based behavioral health services for all students in grades K-12. The district employs a Home and School Visitor, 4 school psychologists and 16 school counselors. In addition, the district has SAP teams in all of our schools and our SAP liaison is thorough a partnership with Carson Valley Children's Aid. The district partners with Central Behavioral Health to provide mental health specialists/counseling services and with Springfield Psychological to implement the district's REACH program that provides intensive school-based mental health services to students who are eligible for this service. The REACH program also provides family-based counseling services and continuity of care coordination with other mental health/medical providers. Lastly, the district contracts with multiple ABA agencies to provide BCBA support, ABA-trained aides, Registered Behavioral Technicians and Program Support Specialists to oversee the behavioral health needs of our students.

**5. Describe the district restraint procedure.**

The district provides training to select staff members in each school on Safety Cares and/or CPI, which teaches safe, non-harmful restraint techniques. Restraints are considered a measure of last resort and only used when the behaviors are a safety concern for self or others. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. If a restraint is used, the parents/guardians will be notified as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a

meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

## 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 LEA has one student placed on Instruction Conducted in the Home, who is at a substantial risk of waiting more than 30 days for an appropriate educational placement. We have worked with the Montgomery County Child and Adolescent Service System (CASSP ) interagency coordinators to help facilitate placements, and to facilitate the collaboration between families, outside agencies, and the school district.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview13	Multiple	Full-time (1.0)	01/29/2024 08:00 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

Skyview12	Multiple	Full-time (1.0)	01/29/2024 08:03 PM
-----------	----------	-----------------	---------------------

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ElemSpShare	Elementary	Full-time (1.0)	01/29/2024 08:15 PM

<b>Building Name</b>		
Eagleville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.14

<b>Building Name</b>		
Woodland El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.23

<b>Building Name</b>		
Worcester El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worcester5	Elementary	Full-time (1.0)	01/29/2024 08:15 PM

---

<b>Building Name</b>		
Worcester El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Woodland5	Elementary	Full-time (1.0)	01/29/2024 08:15 PM

---

<b>Building Name</b>		
Woodland El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagleville5	Elementary	Full-time (1.0)	01/29/2024 08:15 PM

<b>Building Name</b>		
Eagleville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		40
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------



Arrowhead5	Elementary	Full-time (1.0)	01/29/2024 08:15 PM
------------	------------	-----------------	---------------------

<b>Building Name</b>		
Arrowhead El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
K-4 school; students are seen by grade level, not age. Students are not together ages 5-10.		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arcola8	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.26

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arcola7	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arcola6	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

---

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arcola5	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Arcola Intrmd Sch		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arcola4	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>	
Arcola Intrmd Sch	
<b>Support Type</b>	
Learning Support	

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

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

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

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arcola3	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Arcola Intrmd Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

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



	0.05
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arcola2	Secondary	Full-time (1.0)	01/29/2024 08:12 PM

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

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

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arcola1	Secondary	Full-time (1.0)	01/29/2024 08:11 PM

<b>Building Name</b>		
Arcola Intrmd Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Arcola Intrmd Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.08
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview11	Elementary	Full-time (1.0)	01/29/2024 08:17 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview10	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Skyview Upper El Sch		

<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Skyview9	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Skyview8	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Skyview Upper El Sch		



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview7	Elementary	Full-time (1.0)	01/29/2024 08:18 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Skyview6	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.38
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview5	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

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

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Skyview4	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

Skyview3	Elementary	Full-time (1.0)	01/29/2024 07:58 PM
----------	------------	-----------------	---------------------

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Skyview2	Elementary	Full-time (1.0)	01/29/2024 07:58 PM

---

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

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

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		



Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Skyview1	Elementary	Full-time (1.0)	01/29/2024 07:53 PM

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

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

Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Skyview Upper El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS20	Secondary	Full-time (1.0)	01/27/2024 11:16 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.09

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS19	Secondary	Full-time (1.0)	01/27/2024 11:15 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
--	------

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS18	Secondary	Full-time (1.0)	01/27/2024 11:14 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS17	Secondary	Full-time (1.0)	01/27/2024 11:12 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
--	------

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS16	Secondary	Full-time (1.0)	01/27/2024 11:10 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS15	Secondary	Full-time (1.0)	01/27/2024 11:08 AM

<b>Building Name</b>	
Methacton HS	



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS14	Secondary	Full-time (1.0)	01/27/2024 11:07 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS13	Secondary	Full-time (1.0)	01/27/2024 11:05 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not together in class; this is only case management.		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS12	Secondary	Full-time (1.0)	01/27/2024 11:02 AM

<b>Building Name</b>	
Methacton HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

Building Name		
Methacton 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	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Methacton 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 18
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS11	Secondary	Full-time (1.0)	01/27/2024 10:58 AM

---

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS10	Secondary	Full-time (1.0)	01/27/2024 10:47 AM

---

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		

Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS9	Secondary	Full-time (1.0)	01/27/2024 10:40 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>
----------------------

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS8	Secondary	Full-time (1.0)	01/27/2024 10:37 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		

Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS7	Secondary	Full-time (1.0)	01/27/2024 10:33 AM

---

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS6	Secondary	Full-time (1.0)	01/27/2024 10:30 AM

<b>Building Name</b>		
Methacton HS		

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
--	-----

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS5	Secondary	Full-time (1.0)	01/27/2024 10:25 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS4	Secondary	Full-time (1.0)	01/27/2024 10:23 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>

Students on case are not in same class; Case manager request by parents.	0.2
--	-----

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS3	Secondary	Full-time (1.0)	01/27/2024 10:16 AM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS2	Secondary	Full-time (1.0)	01/29/2024 08:20 PM

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in class together; this is only case management		0.12

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

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

Building Name		
Methacton HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS1	Secondary	Full-time (1.0)	01/27/2024 10:02 AM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16

<b>Age Range Justification</b>	<b>FTE %</b>
	0.14

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

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Methacton HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arrowhead4	Elementary	Full-time (1.0)	01/24/2024 02:12 PM

<b>Building Name</b>		
Arrowhead El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Arrowhead3	Elementary	Full-time (1.0)	01/24/2024 02:11 PM

<b>Building Name</b>
----------------------



Arrowhead El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arrowhead2	Elementary	Full-time (1.0)	01/24/2024 02:10 PM

<b>Building Name</b>		
Arrowhead El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arrowhead1	Elementary	Full-time (1.0)	01/24/2024 02:10 PM

---

<b>Building Name</b>		
Arrowhead El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagleville4	Elementary	Full-time (1.0)	01/24/2024 02:09 PM

---

<b>Building Name</b>		
Eagleville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.26
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagleville3	Elementary	Full-time (1.0)	01/24/2024 02:08 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagleville2	Elementary	Full-time (1.0)	01/24/2024 02:07 PM

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

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Eagleville1	Elementary	Full-time (1.0)	01/24/2024 02:06 PM

<b>Building Name</b>		
Eagleville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Worcester 4	Elementary	Full-time (1.0)	01/24/2024 02:05 PM

<b>Building Name</b>
----------------------

Worcester El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worcester3	Elementary	Full-time (1.0)	01/24/2024 02:04 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worcester2	Elementary	Full-time (1.0)	01/24/2024 02:03 PM

---

<b>Building Name</b>		
Worcester El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worcester1	Elementary	Full-time (1.0)	01/24/2024 02:02 PM

---

<b>Building Name</b>		
Worcester El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>

	0.2
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Woodland4	Elementary	Full-time (1.0)	01/24/2024 02:02 PM

<b>Building Name</b>		
Woodland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Woodland3	Elementary	Full-time (1.0)	01/24/2024 02:01 PM

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

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Woodland2	Elementary	Full-time (1.0)	01/24/2024 02:00 PM

---

<b>Building Name</b>		
Woodland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Woodland1	Elementary	Full-time (1.0)	01/24/2024 01:55 PM

---

<b>Building Name</b>
----------------------



Woodland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		148
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
53 feet, 0 inches x 23 feet, 6 inches	1245sqft	44
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		B104
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 8 inches x 11 feet, 7 inches	285sqft	10
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		A21
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 10 inches x 34 feet, 3 inches	850sqft	30
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		131
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 10 inches x 25 feet, 10 inches	848sqft	30
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		243
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 7 inches x 26 feet, 9 inches	764sqft	27
<b>Implementation Date</b>		
2022-07-25		

<b>Uploaded Files</b>

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C132
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 5 inches x 29 feet, 6 inches	985sqft	35
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Worcester El Sch		128
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 3 inches x 24 feet, 7 inches	694sqft	24
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		132
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
50 feet, 0 inches x 32 feet, 10 inches	1641sqft	58

<b>Implementation Date</b>
2022-07-25
<b>Uploaded Files</b>

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		245
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 7 inches x 26 feet, 9 inches	764sqft	27
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 9Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S102
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 5 inches x 32 feet, 0 inches	813sqft	29
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Worcester El Sch		202
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated



Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 39 feet, 2 inches	1142sqft	40
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 11Assurance Check

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

Building Name		Room #
Woodland El Sch		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 5 inches x 26 feet, 3 inches	404sqft	14
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 12Assurance Check

Assurance Check	Yes	No
-----------------	-----	----

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C164
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 8 inches x 31 feet, 2 inches	799sqft	28
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

### 13Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Arcola Intrmd Sch	117

<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 4 inches x 25 feet, 7 inches	878sqft	31
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 14Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C210
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 5 inches x 27 feet, 8 inches	647sqft	23
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		B9
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 7 inches x 33 feet, 9 inches	829sqft	29
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 16Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
----------------------	---------------

Eagleville El Sch		101
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 1 inches x 24 feet, 4 inches	951sqft	33
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 17Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		138
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 2 inches x 25 feet, 9 inches	854sqft	30
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C102
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 7 inches x 11 feet, 7 inches	273sqft	9
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C134
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 5 inches x 29 feet, 7 inches	1047sqft	37
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S353
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 11 inches x 35 feet, 11 inches	1325sqft	47
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C112
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 4 inches x 23 feet, 5 inches	944sqft	33
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 22Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		242
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 31 feet, 7 inches	721sqft	25
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

### 23Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		B3
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 3 inches x 33 feet, 9 inches	852sqft	30
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 24 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Worcester El Sch		122
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 5 inches x 39 feet, 1 inches	954sqft	34
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 25 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		282
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 32 feet, 7 inches	743sqft	26
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

#### 26Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S100
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 1 inches x 31 feet, 6 inches	790sqft	28
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 27Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Worcester El Sch		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 4 inches x 38 feet, 1 inches	926sqft	33
<b>Implementation Date</b>		
2022-07-25		
<b>Uploaded Files</b>		

## 28Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arcola Intrmd Sch		122c
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 18 feet, 3 inches	228sqft	8
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 29Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S403
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 4 inches x 25 feet, 9 inches	806sqft	28
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 30Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S405
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 5 inches x 25 feet, 9 inches	808sqft	28
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 31Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S702
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 3 inches x 25 feet, 1 inches	783sqft	27
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 32Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S507
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 11 inches x 25 feet, 4 inches	859sqft	30
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 33 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S703
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 4 inches x 26 feet, 1 inches	817sqft	29
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 34 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S521
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 26 feet, 8 inches	333sqft	11
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 35Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		B5
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 10 inches x 27 feet, 5 inches	297sqft	10
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 36 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		B21
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 9 inches x 24 feet, 10 inches	838sqft	29
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 37 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Skyview Upper El Sch		S347
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 25 feet, 10 inches	813sqft	29
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 38Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C136
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 9 inches x 29 feet, 11 inches	890sqft	31
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 39 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		A123
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 30 feet, 10 inches	693sqft	24
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 40 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C200
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 9 inches x 23 feet, 6 inches	370sqft	13
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 41Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C168
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 6 inches x 34 feet, 5 inches	1049sqft	37
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 42Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C155
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 3 inches x 32 feet, 8 inches	1053sqft	37
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 43Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Methacton HS		C216
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 6 inches x 27 feet, 7 inches	648sqft	23
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 44Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Woodland El Sch		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 8 inches x 26 feet, 3 inches	411sqft	14
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 45Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arrowhead El Sch		102
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 8 inches x 30 feet, 0 inches	920sqft	32
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 46Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Arrowhead El Sch		201
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 8 inches x 30 feet, 0 inches	920sqft	32
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 47Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arrowhead El Sch		207
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 8 inches x 30 feet, 0 inches	920sqft	32
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 48Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arrowhead El Sch		213
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 39 feet, 0 inches	975sqft	34
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 49Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Woodland El Sch		310
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 1 inches x 33 feet, 8 inches	844sqft	30
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 50Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Woodland El Sch		407
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 3 inches x 30 feet, 8 inches	897sqft	32
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 51 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Eagleville El Sch		112
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 25 feet, 1 inches	978sqft	34
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 52 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Eagleville El Sch		205
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 24 feet, 6 inches	955sqft	34
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

### 53Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Eagleville El Sch		204
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 24 feet, 5 inches	952sqft	34
<b>Implementation Date</b>		
2024-01-27		
<b>Uploaded Files</b>		

#### 54Assurance Check

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

## Special Education Support Services

### 55Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Other	1	Secondary	District
School Psychologist	2	Elementary	District
School Psychologist	2	Secondary	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	6	Elementary	District
Guidance Counselor	10	Secondary	District
Behavior Specialist	19	District Wide	Contractor
Paraprofessionals	45	Elementary	Contractor
Occupational Therapist	2	Elementary	Contractor
Occupational Therapist	1	Elementary	District
School Psychologist	3	District Wide	Contractor
Paraprofessionals	13	Secondary	Contractor
Social Worker	1	District Wide	District
Occupational Therapist	4	Elementary	Contractor
Paraprofessionals	37	Elementary	District
Paraprofessionals	24	Secondary	District
Occupational Therapist	1	Elementary	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Physical Therapist	1	Elementary	Contractor
Other	5	Elementary	District
Other	1	Elementary	Contractor
Other	1	District Wide	District
Other	1	Secondary	District
Other	8	Secondary	Contractor
Other	2	Secondary	Contractor
Other	2	Elementary	Contractor
Other	4	Elementary	Contractor





## Special Education Personnel Development

### Autism

Description of Training			
Applied Behavior Analysis/Verbal Behavior Training			
Lead Person/Position		Year of Training	
Director of Pupil Services; Contracted Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	3	District Intermediate Unit PaTTAN	General Education Teachers Parents Special Education Teachers

### Positive Behavior Support

Description of Training			
Restraint Training: Safety Cares or CPI			
Lead Person/Position		Year of Training	
Director of Pupil Services; Curriculum Office; MCIU		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
9	2	District Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training	
MTSS Training	
Lead Person/Position	Year of Training

Director of Pupil Services & Curriculum Department & Contracted Services		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	4	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

### Paraprofessional

Description of Training			
First Aid/CPR			
Lead Person/Position		Year of Training	
Director of Pupil Services; Contracted Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District Intermediate Unit Other	Paraprofessionals

Description of Training	
Structured Literacy	
Lead Person/Position	Year of Training

Curriculum Department		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
Indicator 13 Compliance Module Series : refresher and new teacher trainings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisors of Special Education (5-8, 9-12) and Transition Coordinator		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Training on Screening Assessments			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Department		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

3	3	Other	General Education Teachers Special Education Teachers
---	---	-------	--

Description of Training			
Training on Interventions System: SIPS			
Lead Person/Position		Year of Training	
Curriculum Department		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
Kid Writing			
Lead Person/Position		Year of Training	
Curriculum Department		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

Description of Training	
Homework without Headaches	
Lead Person/Position	Year of Training

Counseling Department		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Parents

<b>Description of Training</b>			
Understanding the STEELS Standards			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Department		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Parents

<b>Description of Training</b>			
Understanding Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Pupil Services; Supervisor of Special Education; Transition Coordinator		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

## IEP Development

Description of Training			
Strength-based IEPs			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisor of Special Education/ Contracted Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Special Education Teachers Other

Description of Training			
Goal Writing Aligned to Specific Student Needs			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisor of Special Education		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Special Education Teachers

Description of Training			
Reading and Interpreting Progress Monitoring Data			
Lead Person/Position		Year of Training	
Director of Pupil Services; Contracted Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	Other	Building Administrators Special Education Teachers
---	---	-------	---

### Instructional Practices

Description of Training			
Explicit Instruction: Chosen Instructional Strategies			
Lead Person/Position		Year of Training	
Curriculum Dept		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
Universal Design for Learning (UDL)			
Lead Person/Position		Year of Training	
Curriculum Dept		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training
Assessment Practices: Differentiation

Lead Person/Position		Year of Training	
Curriculum office and Pupil Services Office		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers



## Signatures & Affirmations

Approval Date  
2024-04-26

### Uploaded Files

Board Affirmation.pdf

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

### Superintendent/Chief Executive Officer

David Zerbe

### Date

04-24-2024

