

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 611

Total Student Enrollment 3917

Percent of Special Education Students 15.6

## Steering Committee

Name	Position/Role	Building	Email
Leah Reider	Director of Special Education	Unionville-Chadds Ford SD	lreider@ucfsd.net
Kendall Warren	Other	Unionville-Chadds Ford SD	kwarren@ucfsd.net
Shannon Brown	Other	Unionville-Chadds Ford SD	srbrown@ucfsd.net
John Sanville	Superintendent	Unionville-Chadds Ford SD	jsanville@ucfsd.net
Michael Audevard	Director of Curriculum	Unionville-Chadds Ford SD	maudevard@ucfsd.net
Danielle Clark	Building Principal	Chadds Ford El Sch	dclark@ucfsd.net
Jessica Knier	Building Principal	Charles F Patton MS	jknier@ucfsd.net
Megan Hilbolt	Special Education Teacher	Unionville HS	mhilbolt@ucfsd.net
Victoria Baratta	Board Member	Unionville-Chadds Ford SD	vbaratta@ucfsd.net
Maurine Dukes	Other	Charles F Patton MS	mdukes@ucfsd.net
Jessica Bogusch	General Education Teacher	Unionville HS	jbogusch@ucfsd.net
Jessica Mattei	General Education Teacher	Pocopson El Sch	jmattei@ucfsd.net
James Brogan	Parent	Charles F Patton MS	jsbfamily@comcast.net
Sabrina Opstbaum	Parent	Hillendale El Sch	peachree1@gmail.com
Sherry Nienaber	Special Education Teacher	Unionville El Sch	snienaber@ucfsd.net
Timothy Hoffman	Other	Unionville-Chadds Ford SD	thoffman@ucfsd.net

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>

## Non-Resident Students Oversight

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

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Chester County Youth Center	Detention Home		Other	6
Newlin House	Group Home		District	1

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility?

The Unionville-Chadds Ford School District (UCFSD) provides educational services to students with disabilities aged 18-21 living at Newlin House, a 1306 facility located in UCFSD. When students with disabilities who have not earned a high school diploma are placed at Newlin House, the District is notified by the team at the 1306 facility. The District reviews the special education records. A special education administrator from the District serves as the Local Education Agency (LEA) representative and a team is convened to accept the active Individualized Education Program (IEP). Attention is paid to ensure implementation of students' IEPs is provided within the least restrictive environment. Students requiring educational programming in the neighborhood school attend Unionville High School. The District works closely with the Chester County Intermediate Unit (CCIU) to support students requiring educational programming outside of a high school setting. In addition, UCFSD provides educational services to students at the Chester County Youth Center. The District utilizes the services of the CCIU to ensure that a free appropriate public education (FAPE) is provided to any incarcerated students. The Chester County Youth Center is the only facility for youth, incarcerated students located within school district boundaries. Annually, the Youth Center admits 75 to 100 students per year. The average stay in the Youth Center is 5 to 20 days. All residents of the Youth Center are of school age. Annually, there are 15 students with IEPs at the Youth Center. Few, if any, students have 504 Service Agreements at this site. There are 1.6 Full Time Equivalent (FTEs) of teachers. 1.0 FTE is special education certified and 0.6 FTE is regular education certified. The staff is shared with the students at the Chester County Prison. The CCIU provides all educational services to incarcerated students during the school year. The CCIU provides a central point of contact for any special education processes that must be completed, including, but not limited to, Child Find. The CCIU is notified when students are incarcerated. Through an interview process, it is determined whether or not the student was ever in special education. The student's home school district is also contacted to help determine the student's educational status. If, through the interview process, the child is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent/guardian. Upon receipt of the signed permission, the evaluation process begins. Within 60 calendar days, an Evaluation Report (ER) is issued to the parent/guardian. If the student is found to be in need of special education services, then within 30 calendar days an IEP is developed and a Notice of Recommended Educational Placement (NOREP) is issued to the parent/guardian. Upon receipt of the signed NOREP indicating parental approval of the special education services, the IEP is implemented and services begin. If there is an indication, either from the student

or the home district, that the individual was in special education, then the CCIU contacts the home district to gather IEPs and 504 Service Agreements, to inform the district of residence of its plans for educating the student, and to get information from the district of residence with respect to the student's needs. The CCIU sends reports of all admissions, discharges, and releases to the District through an electronic system. If determined appropriate, a Permission to Reevaluate is issued. Once the Permission to Reevaluate is received, the UCFSD in cooperation with the CCIU conducts the reevaluation, which includes a review of records, an educational reevaluation, a psychological evaluation (if appropriate), and other assessments recommended by the Multidisciplinary Team. Once the multidisciplinary evaluation is completed, a Reevaluation Report (RR) is developed. If needed, an IEP meeting is held and an IEP is developed and implemented. Parents are encouraged to participate in the process and are provided with copies of relevant special education documents including Procedural Safeguards Notices, ERs/RRs, IEPs, and NOREPs.

2. Describe the district's procedures for communicating with the 1306 facility and the student's school district of residence to ensure successful transition back to school?

The District Local Education Agency (LEA) representatives works closely with the teams at the 1306 facilities. Regular communication via email and telephone are paired with virtual and in-person meetings that are scheduled as appropriate. Given the age of students at the Youth Center and Newlin House, post secondary transition is the guiding principle for all meetings. Necessary supports in the areas of education, employment, and independent living to aid in post secondary transition including are outlined within students' Individualized Education Programs (IEPs). Parents, representatives from the 1306 facility, and student community support team members are invited to all IEP meetings to provide crucial input and data that allows the team to plan for successful transitions to school, college, or career.

## 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
NA	NA	Other	0
Chester County Prison	Prison	Other	9

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 Unionville-Chadds Ford School District (UCFSD) provides educational services to students at the Chester County Prison, which is an adult correctional facility that houses juveniles within the District's geographical boundaries. The District utilizes the services of the Chester County Intermediate Unit (CCIU) to ensure that a free appropriate public education (FAPE) is provided to any incarcerated students. Annually, the prison admits approximately 25 to 30 students. The average stay in the prison is 1 to 6 months. Some residents of the prison are over the age of 21, but students are not accepted in the educational program if they are over 21. As of December 21, 2021 no students under the age of 18 are able to be placed in adult facilities such as the Chester County Prison. Annually, there are less than 10 students with Individualized Education Programs (IEPs) at the prison. Few, if any, students have Section 504 Service Agreements. The CCIU provides all educational services to incarcerated students during the school year. The CCIU provides a central point of contact for any special education processes that must be completed, including, but not limited to, Child Find. The CCIU is notified when students are incarcerated. Through an interview process, it is determined whether or not the student was ever in special education. The student's home school district is also contacted to help determine the student's educational status. If, through the interview process, the child is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent/guardian. Upon receipt of the signed permission, the evaluation process begins. Within 60 calendar days, an Evaluation Report (ER) is issued to the parent/guardian. If the student is found to be in need of special education services, then within 30 calendar days an IEP is developed and a Notice of Recommended Educational Placement (NOREP) is issued to the parent/guardian. Upon receipt of the signed NOREP indicating parental approval of the special education services, the IEP is implemented and services begin. If there is an indication, either from the student or the home district, that the student was in special education, then the CCIU contacts the home district to gather IEPs and Section 504 Service Agreements, to inform the district of its plans for educating the student, and to get information from the district of residence with respect to the student's needs. The CCIU sends reports of all admissions, discharges, and releases to the District through an electronic system. If determined appropriate, a Permission to Reevaluate is issued. Once the Permission to Reevaluate is received, UCFSD in cooperation with the CCIU conducts the reevaluation, which includes a review of records, an educational reevaluation, a psychological evaluation (if appropriate), and other assessments recommended by the Multidisciplinary Team. Once the multidisciplinary evaluation is completed, a Reevaluation Report (RR) is developed. If needed, an IEP meeting is held and an IEP is developed and implemented. Parents/Guardians are encouraged to participate in the process and are provided with copies of relevant special

education documents including Procedural Safeguards Notices, ERs/RRs, IEPs, and NOREPs. The District ensures FAPE in the Least Restrictive Environment by providing certified teachers at the prison. Students are educated with non-disabled peers as specified in the IEPs. There are 1.6 Full Time Equivalent (FTEs) of teachers. 1.0 FTE is special education certified and 0.6 FTE is regular education certified. This staff is shared with the educational program at the Chester County Youth Center. Additionally, if students demonstrate completion of the requirements necessary for graduation, diplomas are issued. Each year there are a few students at the prison who earn UCFSD diplomas. The District and the CCIU experience some recurring challenges when attempting to educate incarcerated students. Occasionally, the district of residence does not provide student records in a timely manner. In addition, there are challenges meeting the needs of students with significant mental health needs, the lack of parental involvement, and the transiency of parents.

## Least Restrictive Environment

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

When placing students in the Least Restrictive Environment (LRE), Unionville-Chadds Ford School District (UCFSD) carefully considers a variety of factors and relies upon student data and team input before making a final decision. When reviewing the Special Education Data Report (SEDR), the District has a higher percentage of students educated inside the regular education classroom for 80% or more of the time as well as a lower percentage of students inside the regular education classroom 40% or less of the time when compared to the State's data. This highlights the District's commitment to educating students with typical peers in the general education environment to the maximum extent possible. Additionally, the District has a similar percentage of students identified with Emotional Disturbance (ED), Autism, and Speech and Language Impairment (SLI) as compared to the State, while the District's Specific Learning Disability (SLD) numbers are 10% lower than the State average. Asian and Multiracial populations are identified as eligible for special education in a smaller percentage than their representation across the District. Diversity, equity, and inclusion are priorities for UCFSD across all student populations. Future areas of growth for the District when considering educating students with disabilities in the LRE include reviewing the identification of children as Other Health Impairment and identification of Hispanic and Black or African American students as the percentages of these categories of students within UCFSD are higher than the State averages. Other areas of improvement to be considered and developed include redesigning the District's current Instructional Support Team (IST) processes at all levels. This includes adding more support at Tiers 1 and 2 and more fully implementing a Multi-Tiered System of Supports (MTSS) that includes academic and social-emotional interventions. The District is also interested in exploring opportunities to increase programs for students with mental health needs within the District rather than placing students in intermediate unit programs.

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?

Unionville-Chadds Ford School District (UCFSD) strives to create inclusive environments through utilization of a multitude of universal practices. Universal academic practices include differentiation, multi-sensory approaches to learning, co-taught classes, and leveled and adaptive courses. Individual and small group student services such as K-8 Reading Support, Response to Instruction and Intervention (RTII) groups for both reading and math, Gifted Support, and English Language Learner (ELL) instruction are available to all students. Technology, including Smartboards, Canvas, Seesaw, Powerschool, Front Row, Power School Special Programs (PSSP), and Docusign supports implementation of the District's universal academic practices. UCFSD implements a variety of universal social emotional practices. This include Lunch and Learn at the High School, K-12 behavioral health team supports (school counselor, school social worker, school psychologist, school nurse), social emotional plans for the opening of each school year, regular discussion of District needs surrounding student and staff wellness through the Wellness Council, and a shared goal of ensuring all students have at least one trusted adult, which is aided by programs such as the middle school advisory period. The District consistently provides for the academic and social/emotional needs of all students. One way these needs are supported is through the District's comprehensive Instructional Support Team (IST) interventions (Tiers 1 and 2). Universal screeners are used to identify at-risk students that need academic and/or social/emotional skill development. Consistent use of language across academic and social/emotional environments supports student mastery of required skills. A structured curriculum review cycle, which includes a variety of stakeholders and discusses the whole child, also continuously evaluates the supports in place to ensure all students' needs are met. Teachers are provided with professional development on best practices annually to coincide with the curriculum cycle. Teachers are

regularly given time to collaborate on initiatives that support students academically and socially/emotionally. Specific focus is given to the District's newest teachers through the induction program, which focuses on academic and social/emotional practices. Alongside well-trained teaching staff, the District utilizes highly qualified Personal Care Assistants (PCAs) and paraprofessionals to support students in the general education environment who require accommodations. Additionally, open lines of communication with parents allow for input and partnership to support overall student success. Finally, there are a variety of student activities available in athletics, the arts, and academics.

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

Unionville-Chadds Ford School District (UCFSD) places emphasis on meaningful participation of students with disabilities in the general education curriculum to the maximum extent possible. Through the District's Curriculum Review Cycle and subsequent professional development training, UCFSD strives to choose curriculums that support differentiation and access for all students. The District utilizes teacher and staff professional development for enhancing differentiation in teaching, response to intervention formats, developing multiple learning opportunities, creating distance learning opportunities, best practices for developing Individualized Education Plans (IEPs), and more. Support Staff annually participate in 20 or more hours of training. New teachers participate in an induction program that includes courses on differentiating and supporting all students paired with mentoring from a veteran teacher. IEP teams are also provided with time for student specific collaboration and consultation in order to meet student needs. Students have access to the general education curriculum each day. Tiers 1, 2, and 3 supports are built around the core curriculums to allow seamless transition of students between needed interventions and daily general education curriculum. At the secondary level, students are able to participate in Blended Learning Courses as part of their educational experience. Students have the opportunity to choose an online learning platform called Unionville- Chadds Ford Virtual Academy (UCFVA). For students who need additional options to access the general education curriculum, homebound instruction, the use of technology to attend classes, and attendance supports including Student Attendance Improvement Plans (SAIP) are provided. IEPs outline the following supports to allow students access to general education curriculums: Personal Care Assistant (PCA) support, nursing support, professional staff for mobility, occupational therapy, vision support, hearing support, behavioral support, physical therapy, mental health support, social skills instruction, specialized transportation, assistive technology, augmentative and alternative communication (AAC), and gifted support. Specially designed instruction is provided for students who may need adapted or modified materials or alternate grading.

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

The District provides appropriate supports for students with disabilities to participate in extracurricular activities. These supports are addressed within students' Individualized Education Programs (IEPs) and may include nursing services, transportation, Personal Care Assistant (PCA) support, social stories, social skills instruction, adaptive equipment, accessible facilities, unified activities, and modification of rules and/or expectations such as "no-cut" athletics clubs and sports teams. The District provides training and support for coaches and advisors of students with disabilities who are participating in extracurricular activities in order to create understanding and awareness of supporting inclusive environments. The District provides opportunities for students to participate in Special Olympics, Peer Buddies, Best Buddies, and other inclusive activities to promote socialization, friendship opportunities, tolerance of differences, and acceptance. The District provides information to families regarding community extracurricular activities through parent groups such as Unionville-Parent Resources and



Information for Special Education (U-PRISE) and Family Outreach Committee of the Unionville-Chadds Ford School District (FOCUS). At the secondary level, students participate in an activities fair to learn about ongoing extracurricular opportunities.

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

The District provides posting of activity opportunities via website information, email, and mailings. The District welcomes resident students with disabilities to participate in extracurricular activities (sports, clubs, prom, graduation, etc.) regardless of school placement. The District partners with families to provide transportation for students with disabilities attending private institutions to participate in extracurricular activities and ride buses with typical peers. The District provides Extended School Year (ESY) services to eligible students with disabilities who are attending schools that do not have ESY. Support staff, if necessary, are provided to guide students during extracurricular activities. Additionally, students attending private institutions may access school personnel and supports such as school counselors, school social workers, and coaches.

6. Discuss the district's the need to build capacity and expand programs and services in an effort to provide a continuum of services. The District prioritizes building staff capacity to support students. Staff are encouraged to seek out professional development opportunities from local, state, and national leaders within their fields. Weekly and monthly departmental meetings focusing on best practices, new initiatives, cutting-edge research, and resource sharing with peers are standard practices. The District prides itself on providing a continuum of placements and services to meet students' needs. Currently, the District offers programming for K-12 students in Autistic Support, Blind-Visually Impaired Support, Deaf and Hard of Hearing Support, Emotional Support, Learning Support, Life Skills Support, Physical Support, and Speech and Language Support. The District collaborates with the Chester County Intermediate Unit (CCIU) to provide programming for students who require Multiple Disabilities Support. The District also works closely with the CCIU to meet the needs of extraordinary students. Students participate in programs focusing on transitions after high school, community-based placement for students with Autism, and structured environments with integrated support for those with significant behavioral and mental health needs. Moving forward, the District would like to continue to build capacity and expand programs to meet the diverse and ever changing needs of students. Of particular interest, the District is investigating options for expansion of leveled supports with a more robust Multi-Tiered System of Supports (MTSS). Currently, the District implements an instructional support model to meet students' needs across schools. Additionally, a secondary supportive counseling/emotional support program located on the Middle School/High School campus is under consideration. At this time, the District utilizes an integrated emotional support program operated by the CCIU for secondary students with intensive mental health needs.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
N/A	Approved Private School (APS)		N/A	Autistic Support	0

N/A	Approved Private School (APS)		N/A	Autistic Support	0

## Positive Behavior Support

Date of Approval

2021-03-15

Uploaded Files

UCFSD Policy 113.2.pdf

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

The District provides supports for students with disabilities by providing accommodations and specially designed instruction that supports meaningful participation and progress through the use of: differentiation of content, behavioral health supports (school counselor, school social worker, school psychologist, and school nurse), consistent language across environments, prompting, and behavioral check-ins. Direct instruction in social skills, coping skills, behavioral regulation, emotional regulation, and executive functioning provides skill development for students with identified needs. Board Certified Behavior Analysts (BCBAs) support students and teams through completion of Functional Behavior Assessments (FBAs), Positive Behavior Support Plans (PBSPs), and implementation of crisis response practices necessary to address behavioral functioning across all environments. Additionally, highly qualified Personal Care Assistants (PCAs) and paraprofessionals are provided to support students with identified needs in their Individualized Education Programs (IEPs). The District has a practice of educating students in inclusive environments with their general education peers whenever possible using curricular modifications, testing accommodations, behavioral interventions, and direct skills instruction. Peer sensitivity training and clubs such as Peer Buddies and Best Buddies provide opportunities for students with and without disabilities to interact in natural environments while promoting inclusivity. At the elementary level, buddy benches are available during recess to provide additional opportunities that increase interactions for students looking to make new friends. The District also uses Community Based Instruction to help generalize the skills learned in the classroom to broader environments. Partnering with parents is critical to support the emotional and social needs of students with disabilities and is achieved through regular communication, IEP meetings, and Unionville-Parent Resources and information for Special Education (U-PRISE). For students with disabilities, the IEP team routinely collaborates to ensure students have access to trusted adults such as their case manager. Other supports for students with social and emotional needs, include universal screeners to identify at-risk students, professional development to support staff with enhancing their skills related to supporting students socially and emotionally, schedule structures such as advisory and lunch and learn which allow students the opportunities to access supports and practice skills with peers, and access to applications (Securly, Safe2Say) for reporting concerns that may result in additional screenings and supports offered to students and their families. Community members are provided with best practices for supporting students socially and emotionally outside of school through presentations hosted by District parent organizations like U-PRISE and Family Outreach Committee of the Unionville-Chadds Ford School District (FOCUS), as well as through access to school social workers that connect parents with resources like Medical Assistance, wrap-around services, and virtual calming rooms.

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

The District regularly provides behaviorally related training for staff in the areas of threat screenings, Safety Care crisis and de-escalation training, risk screenings, first aid and CPR training, mental health training (QPR), wellness, diversity, and Social Emotional Learning (SEL) training. The District also sends staff to trainings such as Sarah Ward Executive Functioning and Brain Based Learning and Growth Mindset from the Franklin Institute. Additionally, District Board Certified Behavior Analysts (BCBAs) provide ongoing coaching sessions for professional and support staff in behavior management strategies. In conjunction with the Pennsylvania Autism Initiative, staff are provided with training on verbal behavior, applied behavior analysis, and specific protocols such as accepting no. Finally, the District's Behavioral Health and Special Education Teams provide training to staff on Zones of Regulation, Whole Body Listening, Trauma Informed Instruction, and Superflex as part of scheduled professional development sessions.

3. Describe the district positive school wide support programs.

The District promotes the use of School Wide Positive Behavior Interventions and Supports (SWPBIS) through a variety of means. As a proactive approach to discipline, the District implements School Board Policy 218 and the District Code of Conduct, which promotes appropriate student behavior and increased learning using restorative practices. At the elementary level, buildings use character education programs, school wide behavioral expectation and recognition programs, and Olweus curriculum to teach students about positive behavior. Assemblies for elementary students such as Peer Sensitivity Training promote inclusivity and kindness to others. At the middle school level, Hawk Time and Advisory are spent developing connections and encouraging positive behavior. At all levels, social skills instruction and counseling groups work with individual students to develop and support positive behavior. Additionally, the Athletics Department implements a stakeholder developed Values and Standards approach to support positive behavior on the "field" and in the school building.

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

The District provides a wide array of behavioral health services to support students. This includes school nurses, school social workers, school psychologists, school counselors, special education teachers, Board Certified Behavior Analysts (BCBAs), personal care assistants (PCAs), registered behavior technicians (RBTs), concussion management coordinators, and teachers with specific mental health training such as trauma informed practices and QPR. Many of these staff also serve in other capacities to offer behavioral health services to students including Student Assistance Program (SAP), Instruction Support Team (IST), Learning to Learn (LTL), Student Support Council (SSC), and child study teams. Groups facilitated by various behavioral health team members meet regularly with students in need, including drug, alcohol, and tobacco interventions, grief groups, coping skills instruction, and social skills activities. Students participate in screenings to assess behavioral health including risk and threat screenings and universal screeners for social emotional strengths and needs. The District partners with the Chester County Intermediate Unit and the Pennsylvania Training and Technical Assistance Network for additional behavioral supports and programs. Additionally, students have access to organizations and clubs that support positive behavioral health for everyone.

5. Describe the district restraint procedure.

In order to implement District Restraint Procedures, staff are required to be trained in de-escalation and a nationally recognized program such as Safety Care. In each building, these staff make up the crisis response teams that are called in the event of an emergency. District crisis response teams use restraint as a final option. In the de-escalation of students, teams may access a Restorative Center (RC) as needed to minimize disruption, destruction, and injury, as well as to attempt to avoid and reduce the duration and frequency of any required restraints. In the event a restraint is needed, the team follows the District's procedures posted in the District's Special Education Procedure Manual, which can be found at [https://docs.google.com/document/d/1notSqMiZ9K44GTpM2lp9P5jndkmCEdi3zd0mqbKD\\_L0/edit?usp=sharing](https://docs.google.com/document/d/1notSqMiZ9K44GTpM2lp9P5jndkmCEdi3zd0mqbKD_L0/edit?usp=sharing).



## 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.

For students placed on Instruction Conducted in the Home, the focus is on ensuring their needs are met within the unique educational setting of the home. A primary concern is finding appropriately certified staff. The District posts positions through a variety of channels and also contracts with the Chester County Intermediate Unit (CCIU) to staff these positions. Creative scheduling, using remote learning technologies, and hiring District staff to work specifically with these students, has allowed the District to meet students' needs while being educated in the home.

Additionally, most students requiring this restrictive placement have significant and long-lasting medical needs. In the current environment, ensuring students' health and safety is a top priority that may require additional access to remote learning opportunities, Personal Protective Equipment, and health screenings of staff. A secondary challenge is the length of time students are placed in Instruction Conducted in the Home. Rare medical conditions, requiring medical support from across the country, impact students' abilities to be available for and able to consistently access the instruction provided, potentially leading to slower growth toward identified goals. The District has not experienced students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. If the District encounters a student facing this situation, the District will coordinate with the CCIU and their Interagency Collaboration team. This team has resources and connections to support students who are at-risk due to insufficient program options throughout the state. CCIU staff work with the District and community agencies to expand and coordinate services for students who are the most difficult to serve and require coordinated services from a variety of child-serving agencies.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RB3648	Secondary	Full-time (1.0)	12/06/2021 10:37 AM

<b>Building Name</b>		
Unionville 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 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Unionville 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)		27
<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>
		0.54

<b>Building Name</b>
Unionville 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%)		5
<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>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EC3405	Secondary	Full-time (1.0)	11/24/2021 11:01 AM

<b>Building Name</b>		
Unionville 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)		50
<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>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB3129	Secondary	Full-time (1.0)	11/24/2021 10:57 AM



<b>Building Name</b>		
Unionville 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)		45
<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>
		0.9

<b>Building Name</b>		
Unionville HS		
<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)		5
<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>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KC3885	Secondary	Full-time (1.0)	12/09/2021 12:14 PM

<b>Building Name</b>		
Unionville 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Unionville 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KC3987	Elementary	Full-time (1.0)	11/12/2021 10:39 AM

<b>Building Name</b>
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Unionville 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Unionville 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NW4082	Secondary	Full-time (1.0)	12/09/2021 12:17 PM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Unionville 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)		3
<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>

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EW3521	Secondary	Full-time (1.0)	11/12/2021 09:28 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT3409	Elementary	Full-time (1.0)	12/09/2021 12:20 PM

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

		<b>Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades.		0.75

<b>Building Name</b>		
Hillendale 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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
CS1875	Secondary	Full-time (1.0)	11/12/2021 09:23 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS2053	Secondary	Full-time (1.0)	11/12/2021 09:22 AM

<b>Building Name</b>	
Charles F Patton MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	25

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JS3408	Secondary	Part-time (0.5)	11/12/2021 09:20 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14



<b>Age Range Justification</b>	<b>FTE %</b>
	0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SS3530	Secondary	Full-time (1.0)	11/12/2021 09:19 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RS3900	Elementary	Full-time (1.0)	11/12/2021 09:17 AM

<b>Building Name</b>		
Pocopson 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Pocopson 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR1702	Secondary	Full-time (1.0)	11/12/2021 09:15 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS3919	Secondary	Part-time (0.5)	11/12/2021 09:14 AM

<b>Building Name</b>		
Unionville 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)		32
<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>
		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC3962	Elementary	Part-time (0.5)	12/09/2021 12:24 PM

<b>Building Name</b>		
Hillendale 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)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
Students are provided Speech and Language Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.	0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP2571	Elementary	Full-time (1.0)	12/09/2021 12:24 PM

<b>Building Name</b>		
Chadds Ford 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)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Speech and Language Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JO3063	Elementary	Full-time (1.0)	12/09/2021 12:25 PM

<b>Building Name</b>
Pocopson 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)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Speech and Language Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RO3431	Elementary	Full-time (1.0)	12/09/2021 12:26 PM

<b>Building Name</b>		
Pocopson 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 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Learning Support within groupings that do not exceed the 3-year age range. However, the Learning Support		0.2

Teacher services all grades within the elementary school setting.	
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<b>Building Name</b>		
Pocopson 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)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Emotional Support within groupings that do not exceed the 3-year age range. However, the Emotional Support Teacher services all grades within the elementary school setting.		0.3

<b>Building Name</b>		
Pocopson 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary school setting.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SN3927	Elementary	Full-time (1.0)	11/12/2021 08:59 AM

<b>Building Name</b>		
Unionville 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Unionville 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BN238	Secondary	Full-time (1.0)	11/12/2021 08:57 AM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM3153	Secondary	Full-time (1.0)	11/12/2021 08:55 AM

<b>Building Name</b>		
Unionville 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)		9
<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>
		0.75

<b>Building Name</b>		
Unionville 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	14 to 18
<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>
LM3364	Elementary	Full-time (1.0)	11/12/2021 08:51 AM

<b>Building Name</b>		
Pocopson 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	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pocopson 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%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DM3914	Elementary	Full-time (1.0)	12/09/2021 12:28 PM

<b>Building Name</b>
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Chadds Ford 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Life Skills Support within groupings that do not exceed the 3-year age range. However, the Life Skills Support Teacher services all grades within all four of the elementary school buildings.		0.5

<b>Building Name</b>		
Chadds Ford 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)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Emotional Support within groupings that do not exceed the 3-year age range. However, the Emotional Support Teacher services all grades within the elementary school setting.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL437	Elementary	Full-time (1.0)	11/11/2021 03:03 PM

<b>Building Name</b>		
Hillendale 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	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Hillendale 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LL3399	Elementary	Full-time (1.0)	12/09/2021 12:28 PM

<b>Building Name</b>		
Hillendale 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)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Speech and Language Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL3534	Secondary	Full-time (1.0)	11/11/2021 02:25 PM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.5
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<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL994	Elementary	Full-time (1.0)	11/11/2021 02:22 PM

<b>Building Name</b>		
Pocopson 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 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pocopson El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pocopson El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pocopson 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%)		6



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
KiK2285	Elementary	Full-time (1.0)	11/03/2021 01:12 PM

<b>Building Name</b>		
Hillendale 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Hillendale 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KaK2737	Elementary	Full-time (1.0)	11/03/2021 01:08 PM

<b>Building Name</b>		
Chadds Ford El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Chadds Ford 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Chadds Ford 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Chadds Ford 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JH2534	Secondary	Full-time (1.0)	12/09/2021 12:31 PM

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<b>Building Name</b>
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Unionville 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)		25
<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 provided Emotional Support within groupings that do not exceed the 4-year age range. However, the Learning Support Teacher services all grades within the high school setting.		0.5

<b>Building Name</b>		
Unionville 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%)		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 are provided Emotional Support within groupings that do not exceed the 4-year age range. However, the Learning Support Teacher services all grades within the high school setting.		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MH 3459	Secondary	Full-time (1.0)	11/03/2021 01:00 PM

<b>Building Name</b>		
Unionville 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)		35
<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>
		0.7

<b>Building Name</b>		
Unionville 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NH3133	Secondary	Full-time (1.0)	11/02/2021 02:47 PM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH3904	Elementary	Full-time (1.0)	12/09/2021 12:33 PM

<b>Building Name</b>		
Hillendale 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary setting..		0.33

<b>Building Name</b>		
Hillendale 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%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	
School District	Elementary	
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary school buildings.		0.5

<b>Building Name</b>		
Hillendale 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	8 to 11
<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>
EG1516	Elementary	Full-time (1.0)	11/02/2021 02:35 PM

<b>Building Name</b>		
Chadds Ford 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 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Chadds Ford El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Chadds Ford 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Chadds Ford 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SF3642	Secondary	Full-time (1.0)	11/02/2021 02:31 PM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Charles F Patton MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RF4001	Elementary	Full-time (1.0)	11/02/2021 02:17 PM

<b>Building Name</b>		
Pocopson 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Pocopson 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MF2841	Elementary	Full-time (1.0)	11/12/2021 09:33 AM

<b>Building Name</b>		
Hillendale 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Hillendale 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Hillendale 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
NE3132	Secondary	Full-time (1.0)	11/02/2021 02:07 PM

<b>Building Name</b>		
Unionville 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)		20

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Unionville 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Unionville 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)		15
<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>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KE3650	Secondary	Full-time (1.0)	11/12/2021 09:34 AM

<b>Building Name</b>		
Unionville 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 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Unionville 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Unionville 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CD3861	Elementary	Part-time (0.5)	12/09/2021 12:35 PM

<b>Building Name</b>		
Chadds Ford 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC4043	Elementary	Full-time (1.0)	12/09/2021 12:36 PM

<b>Building Name</b>
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Unionville 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)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Speech and Language Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BC1369	Secondary	Part-time (0.5)	11/23/2021 02:56 PM

<b>Building Name</b>		
Unionville 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 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Unionville 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)		15
<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>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
GC4092	Secondary	Full-time (1.0)	11/02/2021 12:56 PM

<b>Building Name</b>		
Charles F Patton MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Charles F Patton MS		

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KB2025	Secondary	Full-time (1.0)	11/02/2021 12:54 PM

<b>Building Name</b>		
Unionville 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Unionville 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)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EB3495	Elementary	Part-time (0.5)	11/02/2021 12:52 PM

<b>Building Name</b>		
Hillendale 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB3528	Secondary	Full-time (1.0)	11/02/2021 12:51 PM

<b>Building Name</b>		
Unionville 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>		
Unionville 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)		9
<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>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CB4083	Secondary	Full-time (1.0)	11/02/2021 12:49 PM

<b>Building Name</b>		
Charles F Patton MS		

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EA4045	Elementary	Full-time (1.0)	12/09/2021 12:38 PM

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<b>Building Name</b>		
Unionville 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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Emotional Support within groupings that do not exceed the 3-year age range. However, the Emotional Support Teacher services all grades within the elementary school setting.		0.16

<b>Building Name</b>
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Unionville 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary school setting.		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SA1288	Elementary	Full-time (1.0)	11/02/2021 12:38 PM

<b>Building Name</b>		
Unionville 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Unionville 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	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		1
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 9 inches x 26 feet, 6 inches	735sqft	26
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 1- King (1).jpg		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 26 feet, 3 inches	695sqft	24
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 5- M. Fricker.jpg		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		19
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 19 - Little.jpg		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		22
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 3 inches x 27 feet, 3 inches	715sqft	25
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 22- Bova.jpg		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		25
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 3 inches x 26 feet, 3 inches	662sqft	23
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 25 - Ha_8e60091f.jpg		

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		27
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm 27- Toth.jpg		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Hillendale El Sch	29A

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 9 inches x 16 feet, 0 inches	268sqft	9
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm Speech- Lind.jpg		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillendale El Sch		FDR
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 6 inches x 20 feet, 3 inches	415sqft	14
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room Downstairs Speech.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville El Sch		179
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 29 feet, 3 inches	833sqft	29
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
RM 179-Anderson.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville El Sch		137
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 12 feet, 3 inches	153sqft	5
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
UES Speech.jpg		

10Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Unionville El Sch	229
<b>School Building</b>	<b>Building Description</b>
Elementary	A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>
25 feet, 3 inches x 25 feet, 0 inches	631sqft
<b>Max # of students in classroom</b>	22
<b>Implementation Date</b>	
2021-08-24	
<b>Uploaded Files</b>	
Room 229- Argentine 2.jpeg	

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	

<b>Building Name</b>		<b>Room #</b>
Unionville El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 27 feet, 7 inches	760sqft	27
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
UE.4_5LS.Room211.JPG		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville El Sch		225
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 3 inches x 25 feet, 3 inches	637sqft	22



<b>Implementation Date</b>
2021-08-24
<b>Uploaded Files</b>
Room 225- Learning Support 3-4.jpeg

13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Chadds Ford El Sch		C101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 2 inches x 33 feet, 0 inches	1094sqft	39
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm C101- Martens.jpg		

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	
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<b>Building Name</b>		<b>Room #</b>
Chadds Ford El Sch		C108
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 2 inches x 28 feet, 1 inches	791sqft	28
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
C108-Grubb.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Chadds Ford El Sch		B110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 6 inches x 16 feet, 6 inches	288sqft	10
<b>Implementation Date</b>		
2021-08-24		

<b>Uploaded Files</b>
Room B110 Dewees.jpg

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Chadds Ford El Sch		D124
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 0 inches x 13 feet, 0 inches	169sqft	6
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
PULEO_SpeechTherapyRoom.JPG		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Chadds Ford El Sch		E105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 4 inches x 24 feet, 3 inches	590sqft	21
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room E105 King		

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	

<b>Building Name</b>		<b>Room #</b>
Pocopson El Sch		A105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 28 feet, 8 inches	817sqft	29
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Fricker, Rachel A105.HEIC

19 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Pocopson El Sch		A106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 28 feet, 9 inches	819sqft	29
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
RM A106 - Shady.HEIC		

20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Pocopson El Sch		C108
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 28 feet, 6 inches	812sqft	29
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
C108- Martin.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Pocopson El Sch		C104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 4 inches x 28 feet, 4 inches	802sqft	28
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Rm C104 - O'Brien.jpeg

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	

Building Name		Room #
Pocopson El Sch		B112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 11 inches x 12 feet, 11 inches	166sqft	5
Implementation Date		
2021-08-24		
Uploaded Files		
Rm B112 O'Keefe.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Pocopson El Sch		C202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 4 inches x 28 feet, 5 inches	805sqft	28
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
C202, Lefko, A.pdf		

24Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Unionville HS		330
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 3 inches x 24 feet, 2 inches	561sqft	20
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		



Rm 330 - Berkeihiser

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	

Building Name		Room #
Unionville HS		234
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 4 inches x 25 feet, 5 inches	618sqft	22
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 234 Kbrode .jpg		

26 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Unionville HS		238
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 5 inches x 22 feet, 5 inches	502sqft	17
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Rm238_RBrown.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		227
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 2 inches x 26 feet, 1 inches	656sqft	23
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Rm 227 - SBrown.jpg

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	

Building Name		Room #
Unionville HS		145
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 36 feet, 1 inches	1305sqft	46
Implementation Date		
2021-08-24		
Uploaded Files		
childs Room 145& 147- Classroom_ Apartment.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		341
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 8 inches x 25 feet, 7 inches	656sqft	23
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
room 341- Clemson.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		103
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 5 inches x 26 feet, 5 inches	697sqft	24
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Curtis Room 103.jpg

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	

Building Name		Room #
Unionville HS		321
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 1 inches x 31 feet, 2 inches	968sqft	34
Implementation Date		
2021-08-24		
Uploaded Files		
RM321.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		239
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 5 inches x 27 feet, 2 inches	744sqft	26
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
RM 239 - Eppinger.HEIC		

33Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Unionville HS		340
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 7 inches x 26 feet, 0 inches	665sqft	23
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Rm 340- Hilbolt.jpg

34Assurance Check

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

Building Name		Room #
Unionville HS		236
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 23 feet, 0 inches	532sqft	19
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 236 - Houck.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		137
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 8 inches x 27 feet, 7 inches	763sqft	27
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Matz AS 137.jpg		

36Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		123
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 20 feet, 1 inches	401sqft	14
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		



Room 123 - Balbierer.jpg

37Assurance Check

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

Building Name		Room #
Charles F Patton MS		138
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 20 feet, 6 inches	420sqft	15
Implementation Date		
2021-08-24		
Uploaded Files		
Room 138 - Hamilton.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		237
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 1 inches x 21 feet, 1 inches	444sqft	15
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room 237 - Smith_Wetzel .jpg		

39Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		252
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 7 inches x 21 feet, 8 inches	467sqft	16
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Room 252 - Lewis.jpg

40Assurance Check

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

Building Name		Room #
Charles F Patton MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2021-08-24		
Uploaded Files		
Room 108 - Capelli.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		109
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 31 feet, 4 inches	1002sqft	35
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room 109 - Nanis.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		116
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Room 116 - Stem.jpg

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	

Building Name		Room #
Charles F Patton MS		235
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 2 inches	845sqft	30
Implementation Date		
2021-08-24		
Uploaded Files		
Room 235 - Friedman.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		226
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 3 inches x 26 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room 226 - Replogle.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		204
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 5 inches x 29 feet, 5 inches	865sqft	30
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		

Room 204 - Sordi.jpg

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	

Building Name		Room #
Charles F Patton MS		253
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 27 feet, 0 inches	740sqft	26
Implementation Date		
2021-08-24		
Uploaded Files		
Room 253 - Shiffer.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Charles F Patton MS		201
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 8 inches x 14 feet, 2 inches	193sqft	6
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		
Room 201 - Walsh.jpg		

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	

<b>Building Name</b>		<b>Room #</b>
Unionville HS		241
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 1 inches x 17 feet, 10 inches	304sqft	10
<b>Implementation Date</b>		
2021-08-24		
<b>Uploaded Files</b>		



room 241 UHS .jpg

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	

## Special Education Support Services

### 50Special 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
Paraprofessionals	86	District Wide	District
Paraprofessionals	22	District Wide	Contractor
School Psychologist	7	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	4	District Wide	District
Guidance Counselor	14	District Wide	District
Behavior Specialist	3	District Wide	District
Transition Coordinator	1	Secondary	District
Other	1	District Wide	Contractor
Other	2	District Wide	Contractor
Other	10	District Wide	District
Other	4	Elementary	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
During this session, you will meet with the Hillendale Autistic Support team, who will provide you with training to help you understand your role and duties as a Personal Care Assistant for Autistic students. We will review relationship building with both students and staff, as well as provide an introduction/review to the expectations of data collection.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Teacher and Speech/Language Pathologist		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 hours	1 session per year	General Education Teachers Paraprofessionals	District Intermediate Unit

<b>Description of Training</b>			
The PaTTAN Autism Initiative assists teams across the Commonwealth in developing and maintaining effective instructional practices for students with Autism Spectrum Disorders.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Internal Coach		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
10-20 hours per year	monthly	General Education Teachers Paraprofessionals Special Education Teachers	District PaTTAN

<b>Description of Training</b>			
Verbal Behavior training is competency based and involves active participation of those in attendance. Participants identify teaching trial type (i.e., mand, tact, intraverbal), are able to demonstrate basic errorless teaching procedures, errorless correction procedures, basic data collection processes, intensive teaching (i.e. discrete trial teaching), and mand teaching procedures.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Trainers		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8 hours	2 sessions per year	Paraprofessionals	PaTTAN

		Special Education Teachers Other	
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<b>Description of Training</b>			
Support Staff Dyad and Triad training on the protocol of rotating two to three Personal Care Assistants (PCAs) within a small group of students to support identified needs. Teams will communicate with one another and the students' teachers regularly in order to share experiences, strategies, and levels of support that allow their students to be successful and adjust the protocols as needs change.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Teachers, BCBAs, Administrators		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30 minutes	Weekly	Paraprofessionals	District

<b>Description of Training</b>			
The National Autism Conference provides comprehensive, evidence-based information to assist educators, other professionals, and families in developing effective educational programming for all students with autism spectrum disorders.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8 hours per day	4 days with multiple sessions	Building Administrators Special Education Teachers Other	PaTTAN

<b>Description of Training</b>			
Peer Sensitivity Training to increase understanding and acceptance of people with autism, foster support, and inspire a kinder, more inclusive school community.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Teacher		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30 minutes	1 session per year	Building Administrators	District

		General Education Teachers Paraprofessionals Special Education Teachers Other	
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<b>Description of Training</b>			
Community Resources Fair is an annual event for the community to learn more about the camps, resources, and supports available for students with disabilities.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisors of Special Education		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2 hours	1 session per year	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other	District

### Positive Behavior Support

<b>Description of Training</b>			
Safety Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CCIU TAC Team		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6-12 hours	1-2 sessions per year	Building Administrators General Education Teachers Paraprofessionals	Intermediate Unit

		Special Education Teachers Other	
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<b>Description of Training</b>			
Monthly Crisis Team Refresher is a review and include role play best practices for responding to students in crisis.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.5 hours	8 sessions per year	Paraprofessionals Special Education Teachers Other	District

<b>Description of Training</b>			
Behavioral Strategies (Prompting/De-escalation) is a training covers positive behavioral strategies and de-escalation techniques to support students' success throughout their school day.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCBA		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2 hours	1 session per year	Paraprofessionals	District

### Paraprofessional

<b>Description of Training</b>	
The School Based Access Program training focuses on Medical Assistance (MA) reporting. Participants have the opportunity to walk through the process of completing an MA Log. Documentation codes and meanings are explained, examples and provided, and opportunities to practice and receive answers to questions regarding the School Based Access Program are given.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
MA Coordinator	2022-23, 2023-24, 2024-25

Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1 session per year	Paraprofessionals	District

Description of Training			
In CPR/First Aid training, staff learn the principles of first aid along with CPR (cardiopulmonary resuscitation) and the steps for utilizing an AED (automatic external defibrillator) to combat cardiac arrest so that they can assist someone in the event they experience a medical or traumatic emergency.			
Lead Person/Position		Year of Training	
Community Partner		2022-23, 2023-24, 2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1 session per year	Paraprofessionals	District Other

Description of Training			
The Disabilities Overview training provides information on the 12 major categories of disability recognized by the Individuals with Disabilities Education Act (IDEA) as well as characteristics and general instructional support strategies for each category.			
Lead Person/Position		Year of Training	
Professional Staff		2022-23, 2023-24, 2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1 session per year	Paraprofessionals	District

Description of Training			
The Data Collection training provides best practices for data collection in schools. A variety of observational and data collection procedures are presented. Participants are given the opportunity to practice their new and developing data collection skills.			
Lead Person/Position		Year of Training	
Professional Staff		2022-23, 2023-24, 2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	1 session per year	Paraprofessionals	District

<b>Description of Training</b>			
PCA 101 training guides staff in developing their understanding of the role and duties of a Personal Care Assistant (PCA). The training includes the processes for getting the information needed to support students, the person to contact with questions, how to improve communication with case managers, and respecting confidentiality.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Professional Staff		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Paraprofessionals	District

**Transition**

<b>Description of Training</b>			
The Early Intervention Transition Night provides parents with information about special education supports and services within the District, resources for students with disabilities, the enrollment process, and the timeline for transition.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Elementary Special Education		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	1 session per year	Building Administrators Parents	District

<b>Description of Training</b>			
Secondary Transition Nights provide parents with information about special education supports and services at the secondary school their children will attend in the subsequent school year. Information about course selection, case management, and appropriate points of contact are provided.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Building Administrators and/or Department Chairs		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	2 sessions per year	Parents	District



<b>Description of Training</b>			
Transition Council is a recurring workshop to support transition for special education students. Guest speakers and Chester County Intermediate Unit Training and Consulting staff provide the latest updates and developments in the field of transition services.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Intermediate Unit Staff		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5 hours	3 sessions per year	Special Education Teachers	Intermediate Unit

### Science of Literacy

<b>Description of Training</b>			
The Induction Program trains staff members new to the District on Wonders reading curriculum, differentiated instruction, standards aligned system, and data driven instruction.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Curriculum		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2 hours	3 sessions per year	General Education Teachers Special Education Teachers	District

<b>Description of Training</b>			
The Annual Title I Training is an event that explains Title I reading support, parent involvement, and provides access to resources, as well as an opportunity for questions and answers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Title I Reading Specialists		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	1 session per year	Parents	District

<b>Description of Training</b>			
Wilson Reading Systems: Training to implement the Wilson Reading System with fidelity. Wilson is provided to students who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Wilson Certified Trainer		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6 hours	3	Special Education Teachers	Intermediate Unit

<b>Description of Training</b>			
The Seeing Stars Training provides staff with information on how to implement the program with fidelity. Seeing Stars presents symbol imagery for phonological and orthographic processing in reading and spelling to assist with students' skill development.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Linda Mood Bell Trainer		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.5 hours	2 sessions	Special Education Teachers	Other

### Parent Training

<b>Description of Training</b>			
Unionville-Parent Resources and Information for Special Education (U-PRISE) is a place for parents/guardians of students with special needs to share ideas and information, discuss programs, network with other parents and community resources, collaborate with administrators, ask questions, seek advice, and learn more about special education processes.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Secondary Special Education		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5 hours	3 sessions per year	Building Administrators Central Office Administrators General Education Teachers	District

		Parents Paraprofessionals Special Education Teachers Other	
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<b>Description of Training</b>			
Parent Education sessions are trainings that are created to support parents in a variety of areas as specified in their child’s Individualized Education Program (IEP) and noted as a related service and described in Specially Designed Instruction (SDI).			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Teacher and/or Related Service Provider		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Outlined in IEPs	Outlined in IEPs	Parents	District

### IEP Development

<b>Description of Training</b>			
IEP Institute Refresher session are an invitation-only series focusing on best practices for developing, communicating, and progress monitoring Individualized Education Programs (IEPs)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Chester County Intermediate Unit Trainers		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	5 session per year	Special Education Teachers	Intermediate Unit

<b>Description of Training</b>	
Induction is a program that includes training for staff members new to the district on the Individuals with Disabilities Education Act (IDEA) and its implementation within the district.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Curriculum	2022-23, 2023-24, 2024-25

<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	1 session per year	General Education Teachers Special Education Teachers	District

<b>Description of Training</b>			
Department Meeting are trainings for building level special education department members to discuss best practices related to Individual Education Program (IEP) development, refine skills necessary for writing legally compliant documents, and receive support from peers and administrators.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisors of Special Education		2022-23, 2023-24, 2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
0.5 hours	8 sessions per year	Special Education Teachers	District

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

