



SPECIAL EDUCATION PLAN REPORT

2021-2024

Marple Newtown School District
Dr. Heather Logue

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 686
Total Student Enrollment 3609
Percent of Special Education Students 19

Steering Committee

Name	Position/Role	Building	Email
Dr. Heather Logue	Other	Marple Newtown SD	hlogue@mnsd.org
Dr. Gina Ross	Other	Marple Newtown SD	gross@mnsd.org
Dr. Tina Kane	Superintendent	Marple Newtown SD	tkane@mnsd.org
Dr. Joel DiBartolomeo	Other	Marple Newtown SD	jdibartolomeo@mnsd.org
Mr. James Wigo	Building Principal	Culbertson El Sch	jwtigo@mnsd.org
Dr. TJ Gretchen	Building Principal	Paxon Hollow MS	tgretchen@mnsd.org
Ms. Christine White	Other	Paxon Hollow MS	cwhite@mnsd.org
Mr. Christian Jaspersen	Other	Marple Newtown SHS	cjaspersen@mnsd.org
Ms. Stacey Park	Parent	Marple Newtown SHS	stayz608@gmail.com
Mrs. Linda Wigo	Parent	Paxon Hollow MS	LLWigo92@gmail.com
Mrs. Tara Casertano	Other	Paxon Hollow MS	tcasertano@mnsd.org
Ms. Kim Shilling	Special Education Teacher	Russell El Sch	kshilling@mnsd.org
Mrs. Rachel Stunzi	Special Education Teacher	Paxon Hollow MS	rstunzi@mnsd.org
Mrs. Camille Windsor	Other	Culbertson El Sch	cwindor@mnsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The risk ratio did NOT exceed threshold for three consecutive years.	

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The risk ratio did NOT exceed threshold for three consecutive years.	

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
the risk ratio did NOT exceed threshold for three consecutive years.	

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
Melmark School	Resident Treatment Facility		Other	100

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

The Marple Newtown School District is host to one residential facility within our geographic boundaries that receive students from a variety of other school districts. The Marple Newtown School District is host to the Melmark School. The Marple Newtown School District maintains a friendly working relationship with Melmark. Admissions directors will inform us of incoming referrals and the preliminary needs of the students. The residential facility may enroll students within our district upon student arrival at their facility. A detailed review of student records is completed and school placement is decided upon.

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

The District actively participates in all IEP meetings and other educationally related meetings. The District ensures that students are receiving FAPE in the LRE by attendance at IEP meetings and by reviewing quarterly progress reports prepared by the educational entity and forwarded to us for review. In addition, IEP and RR documents are consistently reviewed. At times, barriers exist when the funding agency for the residential treatment facility says the student does not meet medical necessity any longer and will not fund the placement. At times, the District has also had the "home district" not acknowledge" the student as their student and it can become a timely process to get funding.

Incarcerated Students Oversight

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

No

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

There are no facilities for incarcerated students located in the Marple Newtown School District. The Marple Newtown School District does not currently have any incarcerated students. The Delaware County Intermediate Unit operates the educational program at the county correctional institution and keeps the home school districts informed. The teachers in this program are special education certified and can recognize and refer students who need to be evaluated. In addition, there is a certified school psychologist assigned to this program to do reevaluations for students who are disabled and initial evaluations of students who are thought to be in need of special education. The District works collaboratively and cooperatively with the Delaware County Intermediate Unit and representatives from the student's last agreed-upon IEP placement to provide an appropriate transition process in the event the student might be returning from incarceration. The district will continue to locate, identify and evaluate any student who is potentially eligible for services. Marple Newtown School District has a Director of School Safety and School Resource Officers who communicate with the Office of Pupil Services about any students incarcerated.

Least Restrictive Environment

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

According to the last special education data report (2020-2021), special education inside the general education environment was 57.4%. The district will continue to provide supplementary aids and services so special education students have appropriate and accessible accommodations in the general education environment. The district is better than the state average for including students 40% or less...the state is at 9.8% and the LEA is at 6.3%. Additionally, the state average for SE in other settings is 4.7% and the LEA is at 4.8%, almost even.

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

The Marple Newtown School District continues to support inclusion with co-teaching practices and an appropriate range of inclusionary programming. All building-based IEP teams understand the concept of least restrictive environment and seriously consider opportunities for eligible students to be educated in the environment where they would normally attend if not exceptional. The LEA at each IEP team meeting supervises this process. District-wide in-service and building-based training with assistance from PDE/PaTTAN, the Delaware County Intermediate Unit and other outside agencies with particular expertise have been utilized extensively to promote a full range of supplemental aids and services for eligible students, an understanding of specific types of disabilities and the most effective, research-based interventions to ensure meaningful educational benefit for these disabilities. In-service agendas have continually targeted the role of least restrictive environment in the programming and placement decisions for students. Special education programming is highly individualized and reflects both professional expertise and parent input via the IEP process. The majority of eligible students receive services within their community based school building. Services are provided for all grade levels and in most cases, at the student's home school. Instructional techniques such as co-teaching, differentiated instruction, flexible grouping and cooperative learning are used to enhance opportunities for appropriate inclusion of special education students in the general education classroom. Adaptations of materials and alternative forms of assessment (formative and summative) are methods that further maximize the benefit of inclusion for special education students. Interventions for students are based on their assessed needs and documented on the IEP; therefore, the degree of service for special education students, whether inside the general education classroom or in a special education environment, is dependent upon individual needs at any specific point in time. Paraprofessionals provide support in classes based on student need. The Marple Newtown School District uses alternative reading and math programs when appropriate such as Pride, Edmark, Unique Learning Systems, Number Worlds, Wilson Reading System, Wonder Works, LLI, Words their Way, etc.. The Marple Newtown School District utilizes the services of the Delaware County Intermediate Unit to support specific students within the school district who require hearing, vision or mobility services. Students with physical disabilities attending schools in the Marple Newtown School District are provided equal access to all educational experiences. Individual assistance is provided as warranted by the IEP. The Marple Newtown School District, as previously mentioned, seeks to provide educational opportunities for eligible students in the least restrictive environment as deemed appropriate by the IEP team. The ongoing IEP process and reevaluation process are the mechanisms used to foster decisions regarding programming and placement. In an effort to provide a Free and Appropriate Public Education, it becomes necessary, at times, to pursue placement options outside the school district. In keeping with the concept of least restrictive environment, attempts are made to provide an appropriate placement in a neighboring school district. The Marple Newtown School District also contracts with the Delaware County Intermediate Unit for appropriate placements for selected students. Please note, however, that every effort is made to reasonably consider the return of these students to the school district and to accommodate these students appropriately upon their return. There are 4.8% of the special education students in other settings. The District has decreased this over the years as in years prior it was 10.2%. These students are in Approved Private Schools and private schools. The students currently receive programming in Full time emotional support, full time autistic support, full time blind/visually impaired support, full

time life skills support, full time learning support and full time multiple disabilities support. The Marple Newtown School District is cognizant that there are low incidence populations of students whose educational or emotional needs necessitate a more restrictive and structured environment, such as an Approved Private School. These students, in most cases, arrive at this point in the decision making process for a more restrictive placement after having demonstrated a lack of meaningful progress and benefit from their present educational placement. The few exceptions would be students who transferred into the Marple Newtown School District and upon review, were found to be appropriately placed by their former school district, 1306 cases, students transitioning from early intervention who have been in a highly restrictive setting and require it to be maintained or students who are currently experiencing an acute physical or psychiatric crisis. As with all students, 1306 cases are reviewed prior to their educational placement to ensure they receive an appropriate program commensurate with their type and degree of need in the Least Restrictive Environment appropriate. As with all outside placements, efforts are made to reasonably consider the return of these students to the school district and to accommodate these students appropriately.

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

The District provides a continuum of services K-12. Staff have been trained in providing supplementary aids and services and efficiently go through placement questions beginning with the general education, general education with supplementary aids and services, etc..getting more restrictive through the process. All staff K-12 staff have also been trained in Differentiated Instruction, will be trained in MTSS, receive social-emotional learning services, and will continue to be trained in inclusive practices, and support meaningful and accessible instruction in the general education environment.

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

Supplementary Aids and Services that allow the students with disabilities to be successful in the general education environment are: Assessments and interventions (Assessments to evaluate students' ability to respond to directions and what special adaptations students may require to work effectively). •

Assessments to identify social behavior and employability skills.: Vocational Situational and community-based Functional academic • Interests and preferences • Social behavior Employability skills Augmentative Communication/Resources/Alternative Access(examples):The District utilizes a wide range of assistive technology that includes both low tech and high tech applications. All applications are specific to individual student needs. •

Boardmaker • Franklin Spelling • Co-Writer • Micro Light Switch • Slant Boards • Recorded Books • Enlarged print •Interactive reading software • Calculator • Bookshare • PECs • FM System Classroom Accommodations (Accommodations provided in the classroom to promote meaningful learning experiences for students. • Physical arrangement of the classroom • Lesson presentation Assignments Worksheets Homework • Test Taking • Organizational (weekly progress reports, extra set of books, reward system, etc.) • Positive behavioral interventions • Provide modified curriculum goals • Books on "tape/CD" • Change method of presentation • Provide instructional adaptations • Distraction Free work area • Near point copy to copy notes • Guided notes/study guide • Adapted assessments/homework • Chunking of tasks • Use of checklists/work systems • Behavior Logs/reward systems • Enlarged Print •Visual schedules • Visual aides to support verbal instruction • Extended Time (up to a certain percentage) • Teacher checks for comprehension • Review/repetition of previously taught skills • Opportunities to take assessments in a small group • Assessments read aloud @ student request • Repeat/restate directions • Use of technology for writing assignments • Access to support classes (when needed) • Use of headphones • Social stories as warranted • Highlight key information Physical adaptations and modifications to the classroom/school environment. (Categories of services that support eligible students in the regular education setting) • Differentiated instruction that addresses learning styles and readiness levels of students • Planned collaboration among teachers, paraeducators and clinical staff • Interventions by trained staff to address social and behavioral needs of students • Adaptive equipment • Structural aids • Preferential Seating close to instruction • Seating near a strong role

model (if possible) • Movement breaks • Sensory tools (ie. wiggle cushion, yoga ball, stool, fidgets, theraband, etc..), sensory room (when applicable) • Supplemental PE • Flexible seating Services provided individually, in small groups or within the regular education classroom as deemed appropriate by the clinician of note. • Physical Therapy • Occupational Therapy • Hearing Services • Vision Services •

Therapeutic Interventions (Social-Emotional) • Speech and Language Therapy • School Health Services • Counseling Services • Special Transportation • Behavior Management • Adaptive Physical Education A • Assistive Technology • Psychological Services

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?

All students placed in private institutions and approved private schools have equal access to extracurricular activities within the district. The activities are publicized on the district website and individual school websites.

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

The district continues to collaborate with PATTAN, DCIU and CCIU. In the past year, the district has undergone an audit of the Autistic Support and Life Skills Support Programs at the elementary level to build capacity and expand the services provided. The intermediate units have trained special education staff, general education staff, specialists and paraprofessionals.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Springfield HS	Other	Public High School	MCIU	Autistic Support	1
Central Mont County THS	Other	Technical School	Montgomery County Technical HS	Autistic Support	1
Chester County Technical High School-Pickering	Other	CCTHS	CCTHS	Learning Support	1
New Pathways	Other	Intermediate Unit	DCIU	Emotional Support	1
Devereux-CIDDS	Approved Private School (APS)		Devereux	Autistic Support	1
Elwyn Davidson School	Approved Private School (APS)		Elwyn, Inc	Autistic Support	3

Devereux CARES	Approved Private School (APS)		Devereux	Autistic Support	4
George Crouthers Memorial School (CADES)	Approved Private School (APS)		CADES	Multiple Disabilities Support	4
HillTop Prep	Licensed Private Academic		HillTop Prep		2
Indian Lane Elementary	Other	RTMSD	DCIU	Speech and Language Support	1
Springton Lake Middle School	Other	RTMSD	DCIU	Speech and Language Support	1
Marple Educational Center	Other	Intermediate Unit	DCIU	Autistic Support	4
Melmark	Approved Private School (APS)		Melmark	Multiple Disabilities Support	2
North Penn High School	Other	NPSD	North Penn School District	Multiple Disabilities Support	1
Overbrook School for the Blind	Approved Private School (APS)		Overbrook	Blind and Visually Impaired Support	2
Strathaven High School	Other	Wallingford-Swarthmore School District	DCIU	Deaf and Hard of Hearing Support	1
Swathmore-Rutledge School	Other	Wallingford-Swarthmore School District	DCIU		2
Concept School	Licensed Private Academic		Concept School		1
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	6
Vanguard School	Approved Private School (APS)		Vanguard School	Learning Support	1

Positive Behavior Support

Date of Approval
1997-05-27

Uploaded Files

Positive Behavior Policy.pdf

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

The Marple Newtown School District believes in the use of positive behavior support. This policy is designed to enable children with individualized educational programs (IEPs), who need a Behavior Support Plan, to benefit from their free appropriate educational program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulations and standards. Effective techniques to teach socially appropriate alternative skills and reduce problem behavior will be employed. Positive side effects (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized. The Behavior Support Plan for a child with an IEP must be designed and implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach will be used which follows a Functional Behavior Assessment (identification of antecedents and consequences of behavior). The Behavior Support Plan will be designed to teach alternative skills and to reduce problem behavior. Physical restraints may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, to employees, or others, and only when less restrictive measures and techniques have proven to be ineffective. These procedures must be documented as a part of a child's Crisis Management Plan in the child's Behavior Support Plan within his/her IEP. The use of physical restraint, as written in the child's Crisis Management Plan to control aggressive behavior, shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. In addition, the parent, special education supervisor and PA Department of Education will be notified immediately after a restraint occurs. For example, the proactive components of the Behavior Support Plan need to be strengthened if the IEP team finds a need for repeated use of the Crisis Management Plan. The use of the Crisis Management Plan may not be employed as punishment, for the convenience of staff, or as a substitute for an educational program.

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 has put procedures in place for Functional Behavioral Assessments (FBAs). An individualized FBA is used only in instances where behavior significantly interferes with the student's learning or that of his/her peers. The referral process includes:

- Completion of referral form and submission to Special Education Supervisor and Board Certified Behavior Analyst (BCBA)
- Supervisor of Special Education and BCBA reviews referral
- Permission to evaluate/re-evaluate is sent to the parent/guardian
- Upon receipt of consent, the BCBA will conduct an observation, consult with teachers/related service providers and discuss behavioral concerns
- BCBA will complete a thorough report that is shared with parents, principal, Supervisor of Special Education/Director of Pupil Services, IEP team
- The IEP team reconvenes to discuss report and add the FBA to the Present Levels of Functional Performance and create the Positive Behavior Support Plan (PBSP).
- If a student who has not been identified as being eligible for special education

displays behaviors that impede his/her learning, a child study team meeting should be held. Training Each of the six schools, elementary through high school, has a "core" crisis team trained. Yearly, the teachers, principals, special education assistants, counselors, etc. are trained using Safety Cares through the district Board Certified Behavior Analysts (BCBA's). Then each school utilizes a specific protocol in an emergency situation. School Based Behavioral Health Services: The Marple Newtown School District utilizes three behavioral health workers. The behavioral health workers work across grade levels and provide support with students per their IEPs. The district employs two Board Certified Behavior Analyst to write FBA's (Functional Behavior Assessments) required in Individualized Education Plan's. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others, or promote normative body positioning and physical functioning.

3. Describe the district positive school wide support programs.

At the elementary and middle school levels, the district utilizes Second Step. Classroom lessons are delivered and the lessons are referenced throughout the year to solve any social problems and promote positive interactions. At the high school level, the Significant 72 program is implemented.

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

Each elementary school has a school counselor (4), the middle school has 3 school counselors. and the high school has 5 counselors (3-career/academic, 2-social/behavioral). All students have access to their school counselors Counselors also provide social/emotional learning lessons to all students through classroom lessons. In addition, the district utilizes Holcomb for the Student Assistance Program (SAP). The Home and School Visitor chairs the SAP teams. SAP teams have been trained and meet regularly in elementary through high school. The district also utilizes behavioral health workers (2-elementary, 1-middle, 1-high school) who provide targeted social skills instruction using research-based curriculum and/or instructional strategies.

5. Describe the district restraint procedure.

The district has two Board Certified Behavior Analysts (BCBA) on staff who are also certified as trainers of Safety Cares. Specific Staff including administrators, general education teachers, paraprofessionals, and special education teachers are trained in Safety Cares. Restraints are to be considered as a measure of last resort, only after other less restrictive measures have been used. Restraints must be documented in all IEPs when the school-team and parents agree that restrains may be necessary, along with the type(s) that may be used. When restraints are used, the student is examined by a school nurse, the district must notify the parent that day, and then hold an IEP meeting within 10 days (unless the parent waives the need for a meeting). All written documentation and special education documents are sent to the special education department for filing and documentation is entered in the Department of Education website through RISC.

Intensive Interagency

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

The District has one student who is on Instruction Conducted in the Home. The district does not have a substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
R-SP	Elementary	Full-time (1.0)	05/02/2022 03:02 PM

Building Name		
Russell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 3 year age range in a group.		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C2-SP	Elementary	Full-time (1.0)	05/01/2022 08:06 PM

Building Name		
Culbertson El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 3 year age range in a group.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C-SP	Elementary	Full-time (1.0)	05/01/2022 08:01 PM

Building Name		
Culbertson El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 3 year age range in a group.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PH/MNHS-SP	Secondary	Full-time (1.0)	05/01/2022 07:58 PM

Building Name		
Paxon Hollow MS		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 4 year age range in a group.		0.54

Building Name		
Marple Newtown SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 4 year age range in a group.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L-SP	Elementary	Full-time (1.0)	05/01/2022 07:32 PM

Building Name		
Loomis El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		59
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the year age range in a group.		0.91

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
W/R-SP	Elementary	Full-time (1.0)	05/03/2022 09:32 AM

Building Name		
Worrall El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 3 year age range in a group.		0.66

Building Name		
Russell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 3 year age range in a group.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PH-SP	Secondary	Full-time (1.0)	05/01/2022 07:56 PM

Building Name		
Paxon Hollow MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
The students are serviced on an itinerant basis and do not exceed the 4 year age range in a group.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3-MNHS	Secondary	Full-time (1.0)	04/28/2022 10:06 PM

Building Name
Marple Newtown SHS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.38

Building Name		
Marple Newtown SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS2-MNHS	Secondary	Full-time (1.0)	04/27/2022 10:49 PM

Building Name		
Marple Newtown SHS		
Support Type		
Autistic Support		

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

Building Name		
Marple Newtown SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1-MNHS	Secondary	Full-time (1.0)	04/27/2022 10:52 PM

Building Name		
Marple Newtown SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The students receive support on an itinerant basis for less than 20% per day in the AS class.		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS2-MNHS	Secondary	Full-time (1.0)	04/27/2022 11:06 PM

Building Name		
Marple Newtown SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS1-MNHS	Secondary	Full-time (1.0)	04/27/2022 11:04 PM

Building Name

Marple Newtown SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES2-MNHS	Secondary	Full-time (1.0)	04/27/2022 11:00 PM

Building Name		
Marple Newtown SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES1-MNHS	Secondary	Full-time (1.0)	04/27/2022 11:00 PM

Building Name		
Marple Newtown SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-MNHS	Secondary	Full-time (1.0)	04/28/2022 10:04 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.3
--	-----

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS6-MNHS	Secondary	Full-time (1.0)	04/28/2022 10:01 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-MNHS	Secondary	Full-time (1.0)	04/28/2022 09:58 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

Building Name		
Marple Newtown SHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS4-MNHS	Secondary	Full-time (1.0)	04/28/2022 09:56 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-MNHS	Secondary	Full-time (1.0)	04/28/2022 09:55 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-MNHS	Secondary	Full-time (1.0)	04/28/2022 10:14 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-MNHS	Secondary	Full-time (1.0)	04/28/2022 09:53 PM

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Marple Newtown SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS2-PH	Secondary	Full-time (1.0)	04/27/2022 10:45 PM

Building Name		
Paxon Hollow MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Paxon Hollow MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1-PH	Secondary	Full-time (1.0)	04/27/2022 10:42 PM

Building Name		
Paxon Hollow MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS1-PH	Secondary	Full-time (1.0)	04/27/2022 10:55 PM

Building Name		
Paxon Hollow MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES1-PH	Secondary	Full-time (1.0)	04/28/2022 10:07 PM

Building Name		
Paxon Hollow MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Paxon Hollow MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-PH	Secondary	Full-time (1.0)	04/28/2022 09:51 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.18

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

	0.4
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS6-PH	Secondary	Full-time (1.0)	04/28/2022 09:50 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-PH	Secondary	Full-time (1.0)	04/28/2022 09:48 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS4-PH	Secondary	Full-time (1.0)	04/28/2022 09:46 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.18

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-PH	Secondary	Full-time (1.0)	04/28/2022 09:44 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.24

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-PH	Secondary	Full-time (1.0)	04/28/2022 09:45 PM

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.28

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-PH	Secondary	Full-time (1.0)	04/28/2022 09:44 PM

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

Building Name		
Paxon Hollow MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1=W	Elementary	Full-time (1.0)	04/27/2022 12:26 PM

Building Name		
Worrall El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are itinerant and spend less than 20% of the day in the AS classroom.		0.67

Building Name		
Worrall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-W	Elementary	Full-time (1.0)	04/27/2022 01:56 PM

Building Name		
Worrall El Sch		
Support Type		
Learning Support		

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

Building Name		
Worrall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-W	Elementary	Full-time (1.0)	04/27/2022 01:54 PM

Building Name		
Worrall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.6

Building Name		
Worrall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-W	Elementary	Full-time (1.0)	04/27/2022 12:33 PM

Building Name		
Worrall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS2-R	Elementary	Full-time (1.0)	04/27/2022 03:19 PM

Building Name		
Russell El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The classroom is organized based on student's needs and level of functioning and programming. In the student's IEP, a statement is made for an age waiver, if warranted.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS1-R	Elementary	Full-time (1.0)	04/27/2022 03:16 PM

Building Name		
Russell El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name	
Russell El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Full-Time (80% or More)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES1-R	Elementary	Full-time (1.0)	04/28/2022 10:09 PM

Building Name		
Russell El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The one student who falls outside the range comes for a 1/2 day Kindergarten program when the older students are not n the room.		0.25

Building Name		
Russell El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10

Age Range Justification	FTE %
The Students are itinerant and spend less than 20% in the ES classroom.	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-R	Elementary	Full-time (1.0)	04/28/2022 10:10 PM

Building Name		
Russell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Russell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-R	Elementary	Full-time (1.0)	04/28/2022 10:10 PM

Building Name		
Russell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Russell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-R	Elementary	Full-time (1.0)	04/27/2022 03:00 PM

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

Building Name		
Russell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-L	Elementary	Full-time (1.0)	04/28/2022 10:10 PM

Building Name		
Loomis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-L	Elementary	Full-time (1.0)	04/27/2022 03:13 PM

Building Name		
Loomis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.75

Building Name		
Loomis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-L	Elementary	Full-time (1.0)	04/28/2022 10:11 PM

Building Name		
Loomis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.45

Building Name		
Loomis El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS5-C	Elementary	Full-time (1.0)	04/27/2022 09:48 PM

Building Name		
Culbertson El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS4-C	Elementary	Full-time (1.0)	04/27/2022 09:45 PM

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are on an itinerant caseload and are in the AS class less than 20% of their day.		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3-C	Elementary	Full-time (1.0)	04/27/2022 09:40 PM

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.62

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS2-C	Elementary	Full-time (1.0)	04/27/2022 09:36 PM

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1-C	Elementary	Full-time (1.0)	04/28/2022 10:12 PM

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Culbertson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS4-C	Elementary	Full-time (1.0)	04/27/2022 10:18 PM

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.4

Building Name		
Culbertson El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-C	Elementary	Full-time (1.0)	04/28/2022 10:13 PM

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.45

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2-C	Elementary	Full-time (1.0)	04/27/2022 10:05 PM

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.6

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS1-C	Elementary	Full-time (1.0)	04/28/2022 10:13 PM

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Culbertson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Special Education Facilities

Building Name		Room #
Culbertson El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Building Name		Room #
Culbertson El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Building Name		Room #
Culbertson El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 21 feet, 0 inches	735sqft	26
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Building Name		Room #
Culbertson El Sch		19
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Building Name		Room #
Culbertson El Sch		22
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2021-07-01		
Uploaded Files		

--

5 Assurance Check

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

Building Name		Room #
Culbertson El Sch		29
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2021-07-01		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Culbertson El Sch		38
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2021-07-01		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Culbertson El Sch		42
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2021-07-01		
Uploaded Files		

--

8 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		305
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 22 feet, 6 inches	765sqft	27
Implementation Date		
2021-07-01		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		309
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 30 feet, 3 inches	771sqft	27
Implementation Date		
2021-07-01		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Paxon Hollow MS		205
School Building		Building Description
Middle		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 25 feet, 10 inches	891sqft	31
Implementation Date		
2021-07-01		
Uploaded Files		

--

11 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		206
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 25 feet, 2 inches	604sqft	21
Implementation Date		
2021-07-01		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 6 inches	892sqft	31
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Building Name		Room #
Paxon Hollow MS		210
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 22 feet, 0 inches	572sqft	20
Implementation Date		
2021-07-01		
Uploaded Files		

--

14 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 7 inches x 17 feet, 1 inches	437sqft	15
Implementation Date		
2021-07-01		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		109
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2021-07-01		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Paxon Hollow MS		410
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 30 feet, 0 inches	1020sqft	36
Implementation Date		
2021-07-01		
Uploaded Files		

--

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	

Building Name		Room #
Paxon Hollow MS		411
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 6 inches x 25 feet, 4 inches	924sqft	33
Implementation Date		
2021-07-01		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Paxon Hollow MS		003
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 9 feet, 6 inches	156sqft	5
Implementation Date		
2021-07-01		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Worrall El Sch		20
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 18 feet, 0 inches	504sqft	18
Implementation Date		
2021-07-01		
Uploaded Files		

--

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	

Building Name		Room #
Worrall El Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 14 feet, 0 inches	406sqft	14
Implementation Date		
2021-07-01		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Worrall El Sch		8A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 10 feet, 0 inches	250sqft	8
Implementation Date		
2021-07-01		
Uploaded Files		

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 #
Worrall El Sch		10B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 29 feet, 0 inches	435sqft	15
Implementation Date		
2021-07-01		
Uploaded Files		

--

23 Assurance Check

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

Building Name		Room #
Worrall El Sch		1D
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 11 feet, 0 inches	165sqft	5
Implementation Date		
2021-07-01		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Marple Newtown SHS		A118
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
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2021-07-01		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Marple Newtown SHS		A119
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, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-05-02		
Uploaded Files		

--

26 Assurance Check

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

Building Name		Room #
Marple Newtown SHS		A119
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, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2021-07-01		
Uploaded Files		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Marple Newtown SHS		B200
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
28 feet, 0 inches x 35 feet, 0 inches	980sqft	35
Implementation Date		
2021-07-01		
Uploaded Files		

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 #
Marple Newtown SHS		A201
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
37 feet, 0 inches x 21 feet, 0 inches	777sqft	27
Implementation Date		
2021-07-01		
Uploaded Files		

--

29 Assurance Check

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

Building Name		Room #
Loomis El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2021-07-01		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Loomis El Sch		27
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2021-07-01		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Loomis El Sch		11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2021-07-01		
Uploaded Files		

--

32 Assurance Check

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

Building Name		Room #
Loomis El Sch		77
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 24 feet, 0 inches	264sqft	9
Implementation Date		
2021-07-01		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Russell El Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 18 feet, 0 inches	414sqft	14
Implementation Date		
2021-07-01		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Russell El Sch		702
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 13 feet, 0 inches	286sqft	10
Implementation Date		
2021-07-01		
Uploaded Files		

--

35 Assurance Check

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

Building Name		Room #
Russell El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2021-07-01		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Russell El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 27 feet, 0 inches	594sqft	21
Implementation Date		
2021-07-01		
Uploaded Files		

37 Assurance Check

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

Building Name		Room #
Russell El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2021-07-01		
Uploaded Files		

--

38 Assurance Check

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

Building Name		Room #
Russell El Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
Implementation Date		
2021-07-01		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Russell El Sch		218
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2021-07-01		
Uploaded Files		

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	

Special Education Support Services

41Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1.0	District Wide	District
Other	1.0	District Wide	District
Transition Coordinator	1.0	Secondary	District
School Psychologist	4.0	Elementary	District
School Psychologist	2.0	Secondary	District
Social Worker	1.0	District Wide	District
Behavior Specialist	2.0	District Wide	District
Guidance Counselor	4.0	Elementary	District
Guidance Counselor	8.0	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
PATTAN		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	10	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Special Education Teachers

Description of Training			
Autism Training-evidence based strategies			
Lead Person/Position		Year of Training	
BCBA or IU Staff		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Cares Training			
Lead Person/Position		Year of Training	
Board Certified Behavior Analysts/Robert Mutz and Caitlin Gallihue		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience

5	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
---	---	----------	--

Description of Training			
Significant 72 (high school)			
Lead Person/Position		Year of Training	
Behavioral Health Staff/Counselors		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Second Step (middle school)			
Lead Person/Position		Year of Training	
Counselors/Psychologist		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Second Step training for Design Thinking Specialists (elementary)			
Lead Person/Position		Year of Training	
Counselors		2021-2023	
Hours Per Training	Number of Sessions	Provider	Audience

1	5	District	General Education Teachers Special Education Teachers
---	---	----------	--

Description of Training			
Supporting students with behavioral/mental health needs			
Lead Person/Position		Year of Training	
Counselors		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Registered Behavior Technician Overview/Applied Behavior Analysis Training			
Lead Person/Position		Year of Training	
DCIU Staff		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
CPR			
Lead Person/Position		Year of Training	
American Heart Association/Mr. Flanagan		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training			
Safety Cares Training			
Lead Person/Position		Year of Training	
BCBA		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	2		Paraprofessionals

Transition

Description of Training			
Transition Meetings			
Lead Person/Position		Year of Training	
Transition Coordinator		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Special Education Teachers

Description of Training			
Early Reach Meetings			
Lead Person/Position		Year of Training	
OVR Staff		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.5	6	Other	Special Education Teachers Other

Science of Literacy

Description of Training			
Guided Reading and PLM			
Lead Person/Position		Year of Training	
Teaching and Learning Team		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	General Education Teachers Special Education Teachers

Description of Training			
Wilson Training Version 4			
Lead Person/Position		Year of Training	
Danielle Marchese		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Special Education Teachers

Description of Training			
Read Naturally Training			
Lead Person/Position		Year of Training	
Claire Hayes/Read Naturally Consultant		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.75	4	Other	Special Education Teachers

Description of Training	
Reading Interventions training--IReady, Read 180, etc.	
Lead Person/Position	Year of Training
Teaching and Learning Team	2021-2024

Hours Per Training	Number of Sessions	Provider	Audience
2		District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Autism, ID and Other Disabilities : What you Need to Know After 18 and Beyond			
Lead Person/Position		Year of Training	
Kevin Rafferty/Leahy Life Plan Disability Planning		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Parents

IEP Development

Description of Training			
IEP Development			
Lead Person/Position		Year of Training	
Dr. Heather Logue		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

