

Profile and Plan Essentials

LEA Name		AUN
Spring-Ford Area SD		123467303
Address 1		
857 South Lewis Road		
Address 2		
City	State	Zip
Royersford	PA	19468
Director of Special Education Name		
Tina Giambattista, Ed. D.		
Director of Special Education Email		
Tgiam@spring-ford.net		
Director of Special Education Phone Number		Director of Special Education Ext
610-705-6202		6161
Chief Administrator Name		
Mr Robert W Rizzo		
Chief Administrator Email		
rrizz@spring-ford.net		

Special Education Students

Total Number of Students Receiving Special Education 1492

School District Total Student Enrollment 7895

Percent of Students Receiving Special Education 18.9

Steering Committee

Name	Position/Role	Building	Email
Aimee Oblak	Director of Special Education	Spring-Ford Area SD	aobla@spring-ford.net
Katie Davis	Director of Special Education	Spring-Ford Area SD	kdavi@spring-ford.net
Amy Hiller	Director of Special Education	Spring-Ford Area SD	ahill@spring-ford.net
Robin Moyer	Building Principal	Brooke El Sch	rmoye@spring-ford.net
Heather Nuneviller	Building Principal	Spring-Ford Intrmd Sch 5th/6th	hnune@spring-ford.net
Robert Rizzo	Superintendent	Spring-Ford SHS 9-12 Ctr	rrizz@spring-ford.net
Wendy Earle	Board Member	Spring-Ford Area SD	wendyrearle38@gmail.com
Robert Catalano	Other	Spring-Ford Area SD	rcata@spring-ford.net
Dana Rosenblum	Special Education Teacher	Spring-Ford Intrmd Sch 5th/6th	drose@spring-ford.net
Anne Schwenk	Other	Spring-Ford SHS 9-12 Ctr	aschw@spring-ford.net
Tanya Chambers	Other	Spring-Ford SHS 9-12 Ctr	tcham@spring-ford.net
Lauren Raugh	Other	Spring-Ford Area SD	lraug@spring-ford.net
Christopher Talley	Director of Special Education	Upper Providence El Sch	ctall@spring-ford.net
Jaclyn Ritter	General Education Teacher	Spring-Ford SHS 9-12 Ctr	jritt@spring-ford.net
Ashley Fogarty	Special Education Teacher	Spring-Ford SHS 9-12 Ctr	afoga@spring-ford.net
Alynn Purdy	Special Education Teacher	Spring-Ford SHS 9-12 Ctr	apurd@spring-ford.net
John Hughes	Other	Limerick El Sch	jhugh@spring-ford.net
Jessica Aikens	Other	Royersford El Sch	jaike@spring-ford.net
Catie Gardy	Director of Curriculum	Spring-Ford Area SD	cgard@spring-ford.net
Jennifer Rinehimer	Other	Spring-Ford Area SD	jrine@spring-ford.net
Emily Bell	Parent	Evans El Sch	its_em@yahoo.com
Jana Radewonuk	Parent	Spring-Ford Area SD	jana_radewonuk1@hotmail.com
Eric Bell	Parent	Evans El Sch	hamish23@yahoo.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Least Restrictive Environment	Professional Development for general education teachers to include resources and tools for inclusive practices. Explore co-teaching opportunities at the elementary level. Inclusive Practices Training for administrators. Team review of IEP percentage data quarterly

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 Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
Corrective Action for LRE - Indicator 5	Inclusive Practices - Professional Development -Spring 2022/Summer 2022 Speaker Series -Special Education Department Meetings -Teacher In-service - 2021-2022 School Year

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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 Spring-Ford Area School District makes every effort to locate, identify and evaluate students which are thought to be exceptional in 1306 Placements through the Child Find process. This process occurs throughout the year and provides information regarding the evaluation and IEP process. Several mediums are used to notify the public of the child find process. Child Find notices appear in local newspapers, are displayed on the District website, and information is at the District Office regarding contact information for students who may need an evaluation to determine eligibility and a need for special education services. The District works closely with the Intermediate Units to ensure that they are informing the public about Child Find requirements through their own website and newspaper notifications on behalf of the District.

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

To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district is generally notified. The SFASD will communicate and work with the host school district to prepare for the student's discharge from the institution. Generally, there is a two week notification to the host district and district of residence. A collaborative meeting is offered to determine if the student is going to return home or to another residential or district facility. If the student is going to be returning back to district, all provisions regarding FAPE will be considered and a meeting will be scheduled.

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).**

If students are incarcerated and are thought to be eligible for special education, the District works in conjunction with the local Intermediate Units through the Child Find process. The Montgomery County Intermediate Unit (MCIU) and Chester County Intermediate Unit (CCIU) offer programs at the local youth detention center for students who are eligible for special education. If needed, the MCIU or CCIU will provide complete psycho-educational evaluations or re-evaluations to determine a Free Appropriate Public Education program for the students who are served in the local youth detention center or prison. The district works closely with the probation officers to ensure that students are receiving appropriate special education services and that we are in communication with county agencies surrounding any updates or issues with students who are incarcerated. Information is provided to assistant principals, guidance counselors and special education supervisors. If a student is adjudicated in a setting outside of the Least Restrictive Environment, this information is shared with the schools. School personnel attend meetings to ensure that the District is providing oversight to students who are incarcerated.

Least Restrictive Environment

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

The Spring-Ford Area School District is committed to providing access to education with non-disabled peers to the maximum extent possible. Least Restrictive Environment, LRE, is the educational placement required to consider for special education students on the continuum of services explored by the IEP team. The IEP team develops present levels of educational performance, goals and objectives, and specially designed instruction to enable the student to make progress in the general education curriculum, relative to the student's goals and needs and setting to the maximum extent possible. Teams begin with the presumption that a student with a disability can access and meaningfully participate in the general education curriculum with supplementary aids and services. IEP teams discuss the full range of supplementary aids and services prior to recommending removal from the general education classroom. Supplementary aids and services include but are not limited to the following: modifications to curriculum and assessments, accommodations, assistive technology, positive behavior support plans, sensory breaks, etc. The District is completing an action plan for improvement on Least Restrictive Environment, specifically for student identified as Specific Learning Disability. Since June of 2020, the District has been providing professional development in the areas of inclusive practices, co-teaching and continuum of services. Additionally, core level teams at the elementary level have been meeting quarterly to review data and determine best practices to improve LRE. For the past four years, the District has improved 5% points in this area. The following LRE data was extracted and calculated for students identified as SLD who receive itinerant levels of support. 18- 2019 = 25% 19- 2020 = 31% (30.7) 20- 2021 = 25% 21- 2022 = 30% (29.7)

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?**

In addition to our commitment to providing LRE to all students, the SFASD has been educating students in grades 5 through 12 using a co-teaching model. In the academic content areas of English, math, Social Studies and Science, students are instructed by a general education and special education teacher. This model has been implemented over the past several years in our efforts to maintain our commitment to educating students with special needs with their non-disabled peers. Special education and general education teachers work together on planning, collaboration and providing modifications to the curriculum in order to ensure student success. Additionally, students with special needs have opportunities to work with peers in small group settings which has proven impactful and positive using this model.

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 has made advances towards providing intensive levels of support within the general education environment. These efforts include: professional development to support co-teaching and differentiation through both the Intermediate Unit and PaTTAN, scheduling classes to allow for supports, and an increase in special education staffing to support students in the general education environment. In addition, the district has made cohesive efforts to keep students in their home school setting by increasing the continuum of services within the district. In the last 5 years, the district has expanded its autistic support program, added two classes for full time emotional support, began a virtual academy, expanded work opportunities within the local community, and hired an additional behavior specialist to support students. Technology has also played a role in supporting students in the general education environment. The addition of laptop carts, iPads, Google Chromebooks, utilization of text to speech and speech to text applications have assisted students in being independent in the general education setting.

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

In our district, all nonacademic and extracurricular activities are open to students with disabilities. Supplemental aids and services are provided to facilitate

participation if deemed necessary by the IEP team. Peer mentors are often available during extra-curricular activities to increase social skills and to develop leadership of same-age peers. Accommodations, adaptations, and modifications are made to such activities to facilitate participation, except, in the case of extracurricular activities, when such adaptations or modifications alter the fundamental nature of the activity (i.e. when a modification would require exemption from or alteration of an essential rule of interscholastic competition as defined by the PIAA).

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?**

In our district, all nonacademic and extracurricular activities are open to students with disabilities. Supplemental aids and services are provided to facilitate participation if deemed necessary by the IEP team. Peer mentors are often available during extra-curricular activities to increase social skills and to develop leadership of same-age peers. Accommodations, adaptations, and modifications are made to such activities to facilitate participation, except, in the case of extracurricular activities, when such adaptations or modifications alter the fundamental nature of the activity (i.e. when a modification would require exemption from or alteration of an essential rule of interscholastic competition as defined by the PIAA).

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)**

Currently the district has 63 students placed outside the district. The percent of students placed out of the district (4.5%) is lower than the state average (4.9%) and meets the SPP target (4.6%). This demonstrates the district's commitment to programming for students within the home school environment. Every effort is made by IEP teams to develop programs that will allow students to stay in the district with their peers. Our data clearly indicates that the itinerant level of service increases as the students move to higher grade levels. Students are also considered for exit from special education in increasing numbers as they meet their IEP goals and demonstrate independence from specially designed instruction and supports.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Bucks County Intermediate Unit	Other	Intermediate Unit	BCIU	Multiple Disabilities Support	1
Buxmont Academy	Licensed Private Academic		Buxmont Academy	Emotional Support	1
The Camphill School	Approved Private School (APS)		Camphill School	Autistic Support	1
Capstone Academy	Licensed Private		Capstone	Autistic Support	5

	Academic		Academy		
CCIU Learning Center	Other	Intermediate Unit	CCIU	Emotional Support	5
Child Development Center	Licensed Private Academic		CCIU	Multiple Disabilities Support	3
Chester County Intermediate Unit	Other	Intermediate Unit	CCIU	Emotional Support	5
Devereaux - Cares/CIDDS	Approved Private School (APS)		Devereux Foundation	Autistic Support	2
Devereux Mapleton	Approved Private School (APS)		Devereux Foundation	Emotional Support	1
HMS SCHOOL FOR CHILDREN WITH CEREBRAL PALSY	Approved Private School (APS)		HMS	Multiple Disabilities Support	1
The Lakeside School	Licensed Private Academic		Lakeside	Emotional Support	6
The Melmark School	Approved Private School (APS)		Melmark	Autistic Support	3
Milagre Kids School	Licensed Private Academic		Milagre	Autistic Support	2
Montgomery County Intermediate Unit	Other	Intermediate Unit	MCIU	Multiple Disabilities Support	9
Overbrook School For The Blind	Approved Private School (APS)		Overbrook	Blind and Visually Impaired Support	1
The Pathway School	Approved Private School (APS)		Pathway	Autistic Support	2
Technical College	Licensed Private Academic		CCIU	Learning Support	2
The Anderson School	Licensed Private Academic		MICU	Emotional Support	9
The Timothy School	Approved Private School (APS)		Timothy	Autistic Support	5
The Vanguard School	Approved Private School (APS)		Vanguard	Autistic Support	10

Positive Behavior Support

Date of Approval

2022-03-08

Uploaded Files

- Policy 113.2 Behavior Support.pdf

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

The Spring-Ford Area School District's policy regarding behavior supports has been updated to ensure it reflects language and procedures outlined in IDEIA and State regulations. The Local Education Agency (LEA) representative is responsible for ensuring that the district's policy is implemented in compliance with IDEA and Chapter 14. Positive behavior support measures form the basis of our behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. The types of intervention chosen for a particular student are individualized and the least intrusive necessary. An emphasis is placed on teaching positive, age appropriate replacement or alternate behaviors. The district also has procedures in place to ensure that if and when passive restraint is necessary to ensure the safety of the students and or staff, that strict guidelines are followed to protect all parties involved. A team of staff in each building, and in each particularly relevant program are trained in Crisis Prevention Intervention(CPI) techniques to de-escalate aggressive behaviors, and these certifications are kept current. The district has expanded its behavioral health services by hiring an additional behavior specialist who provides training, consultation, and direct intervention. The district utilizes behavior support through the MCIU as well. There is a district behavior specialist for grades K - 6 and one for grades 7 - 12. To date, the behavior specialists, who are Applied Behavior Analysis (ABA) certified, have trained all paraprofessionals in ABA strategies, special education teachers on writing positive behavior support plans, and psychologists on conducting Functional Behavioral Assessments. The behavior specialist at the secondary level also helps to run counseling groups with students in the itinerant emotional support programs.

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 also expanded its behavioral and mental health services in many ways. All secondary, administrative and counseling staff is provided with QPR training (Question, Persuade, Refer) to provide preventative strategies for mental health. All staff was provided with trauma awareness training and the opportunity to participate in Youth Mental Health First Aide (provided by MCIU). An intensive trauma awareness training program was offered to counselors, nurses, psychologists and administrators. The district provides student support counselors through the Lakeside Educational Network. These licensed counselors provide group and individual counseling to students with IEPs and students in crisis. Additional school counselors were added recently at the elementary level, providing better support to students at that level. A preventative approach is asserted with the district leadership when anxiety, anger and depression are impacting behaviors. Counseling, whether short or long term, is considered and implemented when these issues arise. Where appropriate, goals are written into IEPs that relate to mental health needs. In addition, a counselor is assigned to support the 2 full time emotional support programs at the middle school level. Students in the district's full time emotional support programs K - 8 receive daily group counseling services. At the high school level, students in need of emotional support receive daily coaching from emotional support teachers as well as group and individual counseling on a

regular basis. Counselors support students in all programs when behavioral or mental health are impacting their educational program, socially or educationally.

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

Less formally, each school within the District has developed a school wide positive behavior approach through our social, emotional, learning initiative. Additionally, each building has a number of resources available to them in order to foster school wide positive behaviors. School counselors provide SEL lessons for all students district-wide. Additionally, the District uses contracted services to provide direct services to small groups and individuals in each building. Planning for Multi-systems Tiered Systems of Support (MTSS) in the areas of behavior and school wide positive support programs are scheduled to begin in the Fall of 2022.

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

School Board Policy () outlines the school district's Student Assistance Program (SAP), which is a systematic process using effective and accountable professional techniques and personnel to mobilize school resources and remove barriers to learning. The District has a SAP referral process which is the mechanism for planning and developing in-school supports for students. Spring-Ford utilizes additional outside agencies for in-school counseling. Lakeside, a contracted agency, provides counseling to students one on one or in small group, depending on needs. Additionally, the District employs one school social worker and one contracted social worker to provide resources to families and students in the community for mental health and social services.

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

The District conducts annual training for special education teachers, paraprofessionals, counselors and other staff members in Safety Cares and Crises Prevention Intervention (CPI) certifications/recertification. All school building have trained personnel on site to provide support to staff in the event of a crises. The use of restraints are the last measure of intervening when every other measure has been exhausted. In the event a student is restrained, the student is sent to the nurse for examination. Parents are notified and offer to participate in an IEP meeting within 10 days. All restraint reports are documented and sent to the Department of Education.

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 does not have areas of concern for students placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriated educational placement. Currently, the District does not have any students with Instruction Conducted in the Home. If our District has difficulty ensuring Free and Appropriate Public Education (FAPE) for an individual student or a particular disability category, we partner with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalization programs or Intermediate Units for potential programming options for the student. A referral is made to any program with parent permission. An intake is scheduled to review progress, records, provide an overview of the program and to develop a new IEP. The parent and student visit the potential program with school district personnel involved as well. If a re-evaluation is needed, this is provided to access services and programs as quickly as possible.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 25	Elementary	Full-time (1.0)	11/04/2021 12:26 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	Elementary	11 to 12
Age Range Justification		FTE %
		0.33

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.5

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

5/6GC 24	Elementary	Full-time (1.0)	11/04/2021 12:25 PM
----------	------------	-----------------	---------------------

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 23	Elementary	Full-time (1.0)	11/04/2021 12:24 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 22	Elementary	Full-time (1.0)	11/04/2021 12:23 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 21	Elementary	Full-time (1.0)	11/04/2021 12:22 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 20	Elementary	Full-time (1.0)	11/04/2021 12:20 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 19	Elementary	Full-time (1.0)	11/04/2021 12:19 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 18	Elementary	Full-time (1.0)	11/04/2021 12:16 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 17	Elementary	Full-time (1.0)	11/04/2021 12:15 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 16	Elementary	Full-time (1.0)	11/04/2021 12:14 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	Elementary	11 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 13	Elementary	Full-time (1.0)	11/04/2021 11:41 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 15	Elementary	Full-time (1.0)	11/04/2021 12:07 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12

Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 14	Elementary	Full-time (1.0)	11/04/2021 11:44 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	11 to 12
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 12	Elementary	Full-time (1.0)	11/04/2021 10:26 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.16

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 11	Elementary	Full-time (1.0)	11/04/2021 10:25 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 10	Elementary	Full-time (1.0)	11/04/2021 11:44 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 9	Elementary	Full-time (1.0)	11/04/2021 10:20 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %

	0.16
--	------

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 8	Elementary	Full-time (1.0)	11/04/2021 10:20 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 7	Elementary	Full-time (1.0)	11/04/2021 10:20 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 6	Elementary	Full-time (1.0)	11/04/2021 10:19 AM

Building Name	
Spring-Ford Intrmd Sch 5th/6th	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.12

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 5	Elementary	Full-time (1.0)	11/04/2021 10:12 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 4	Elementary	Full-time (1.0)	11/04/2021 10:11 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.1
--	-----

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 3	Elementary	Full-time (1.0)	11/04/2021 08:15 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 2	Elementary	Full-time (1.0)	11/04/2021 08:14 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
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	10 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 1	Elementary	Full-time (1.0)	11/04/2021 08:12 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS28	Secondary	Full-time (1.0)	10/26/2021 04:56 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	17 to 20
Age Range Justification		FTE %
		0.4

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 21
Age Range Justification		FTE %
		0.02

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS27	Secondary	Full-time (1.0)	10/26/2021 04:53 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS26	Secondary	Full-time (1.0)	10/26/2021 04:50 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %
		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	17 to 20
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS25	Secondary	Full-time (1.0)	03/08/2022 11:14 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.1
--	-----

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS24	Secondary	Full-time (1.0)	10/26/2021 04:46 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS23	Secondary	Full-time (1.0)	10/26/2021 04:44 PM

Building Name
Spring-Ford SHS 9-12 Ctr

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.1
--	-----

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS22	Secondary	Full-time (1.0)	10/26/2021 04:40 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 20
Age Range Justification		FTE %
		0.5

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 20
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS21	Secondary	Full-time (1.0)	10/26/2021 04:38 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		

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	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS20	Secondary	Full-time (1.0)	03/08/2022 11:16 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 19
Age Range Justification		FTE %
		0.15

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Multiple Disabilities Support	

Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS19	Secondary	Full-time (1.0)	10/26/2021 04:34 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	17 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS18	Secondary	Full-time (1.0)	10/26/2021 04:32 PM

Building Name	
Spring-Ford SHS 9-12 Ctr	
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	15 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS17	Secondary	Full-time (1.0)	03/08/2022 11:23 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18

Age Range Justification	FTE %
	0.28

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS16	Secondary	Full-time (1.0)	10/26/2021 04:27 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 16
Age Range Justification		FTE %
		0.5

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS15	Secondary	Full-time (1.0)	10/26/2021 04:26 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS14	Secondary	Full-time (1.0)	10/26/2021 04:23 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %

	0.16
--	------

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS13	Secondary	Full-time (1.0)	10/26/2021 04:19 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS12	Secondary	Full-time (1.0)	10/26/2021 04:16 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %

	0.28
--	------

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS11	Secondary	Full-time (1.0)	03/08/2022 11:23 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 20
Age Range Justification		FTE %
Post 12th grade students on teacher caseload who are out on work study programs		0.16

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS10	Secondary	Full-time (1.0)	10/26/2021 04:11 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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 17
Age Range Justification		FTE %
		0.17

Building Name		
Spring-Ford SHS 9-12 Ctr		

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 16
Age Range Justification		FTE %
		0.38

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %

	0.05
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS09	Secondary	Full-time (1.0)	03/08/2022 11:23 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 21
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Post 12th grade students who are out on work study programs		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS08	Secondary	Full-time (1.0)	10/26/2021 04:03 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS07	Secondary	Full-time (1.0)	10/26/2021 04:00 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.35

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS06	Secondary	Full-time (1.0)	10/26/2021 03:57 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS05	Secondary	Full-time (1.0)	10/26/2021 03:55 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS04	Secondary	Full-time (1.0)	10/26/2021 03:53 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	15 to 18

Age Range Justification	FTE %
	0.3

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	16 to 19
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS03	Secondary	Full-time (1.0)	10/26/2021 03:51 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.14

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS02	Secondary	Full-time (1.0)	10/26/2021 03:46 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.14

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	17 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS01	Secondary	Full-time (1.0)	10/26/2021 03:40 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %

	0.3
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 12	Secondary	Full-time (1.0)	10/22/2021 03:04 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 11	Secondary	Full-time (1.0)	10/22/2021 03:03 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	Secondary	14 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 10	Secondary	Full-time (1.0)	10/22/2021 03:01 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 9	Secondary	Full-time (1.0)	10/22/2021 03:00 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 8	Secondary	Full-time (1.0)	10/22/2021 02:58 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 7	Secondary	Full-time (1.0)	10/22/2021 02:56 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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 16
Age Range Justification		FTE %
		0.05

Building Name		
Spring-Ford SHS 9-12 Ctr		
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 16
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 6	Secondary	Full-time (1.0)	10/22/2021 02:55 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 5	Secondary	Full-time (1.0)	10/22/2021 02:54 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 4	Secondary	Full-time (1.0)	10/22/2021 02:53 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.22

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

9GC 3	Secondary	Full-time (1.0)	10/22/2021 02:51 PM
-------	-----------	-----------------	---------------------

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.17

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
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	14 to 16
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 2	Secondary	Full-time (1.0)	10/22/2021 02:49 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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 15
Age Range Justification		FTE %
		0.1

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 1	Secondary	Full-time (1.0)	10/22/2021 02:47 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
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 16
Age Range Justification		FTE %
		0.15

Building Name	
Spring-Ford SHS 9-12 Ctr	
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 16
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 11	Secondary	Full-time (1.0)	10/22/2021 02:28 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	Secondary	13 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 10	Secondary	Full-time (1.0)	10/22/2021 03:15 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.5

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 9	Secondary	Full-time (1.0)	10/22/2021 02:23 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 8	Secondary	Full-time (1.0)	10/22/2021 02:21 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

Building Name	
Spring-Ford MS 8th Grade Ctr	

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 15
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 7	Secondary	Full-time (1.0)	10/22/2021 02:18 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 6	Secondary	Full-time (1.0)	10/22/2021 02:17 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 5	Secondary	Full-time (1.0)	10/22/2021 02:15 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.55

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 4	Secondary	Full-time (1.0)	10/22/2021 02:14 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Spring-Ford MS 8th Grade Ctr		
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	13 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 3	Secondary	Full-time (1.0)	10/22/2021 02:13 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		

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	13 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 2	Secondary	Full-time (1.0)	10/22/2021 02:11 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Spring-Ford MS 8th Grade Ctr		
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 15
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 1	Secondary	Full-time (1.0)	03/08/2022 11:25 AM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 14	Secondary	Full-time (1.0)	10/22/2021 11:34 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.1

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 13	Secondary	Full-time (1.0)	10/22/2021 11:31 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	Secondary	12 to 14

Age Range Justification	FTE %
	0.12

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 12	Secondary	Full-time (1.0)	10/22/2021 11:29 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 11	Secondary	Full-time (1.0)	03/08/2022 11:28 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.58

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 10	Secondary	Full-time (1.0)	10/22/2021 11:26 AM

Building Name
Spring-Ford MS 7th Grade Ctr

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	12 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 9	Secondary	Full-time (1.0)	10/22/2021 11:18 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
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 14
Age Range Justification		FTE %
		0.25

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 8	Secondary	Full-time (1.0)	03/08/2022 11:28 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 7	Secondary	Full-time (1.0)	10/22/2021 11:13 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.4

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 6	Secondary	Full-time (1.0)	10/22/2021 11:08 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 5	Secondary	Full-time (1.0)	10/22/2021 11:06 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 4	Secondary	Full-time (1.0)	10/22/2021 11:00 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
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	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 3	Secondary	Full-time (1.0)	10/22/2021 10:59 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

Building Name	
Spring-Ford MS 7th Grade Ctr	
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	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 2	Secondary	Full-time (1.0)	10/22/2021 10:58 AM

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	9
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 1	Secondary	Full-time (1.0)	10/22/2021 10:56 AM

Building Name
Spring-Ford MS 7th Grade Ctr

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	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 8	Elementary	Full-time (1.0)	10/21/2021 01:09 PM

Building Name	
Upper Providence El Sch	
Support Type	
Speech And Language Support	

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 7	Elementary	Full-time (1.0)	10/21/2021 11:05 AM

Building Name		
Royersford El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 8	Elementary	Full-time (1.0)	10/21/2021 11:00 AM

Building Name		
Upper Providence El Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.33

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 7	Elementary	Full-time (1.0)	10/21/2021 11:00 AM

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 6	Elementary	Full-time (1.0)	10/21/2021 10:57 AM

Building Name		
Upper Providence El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 5	Elementary	Full-time (1.0)	10/21/2021 10:54 AM

Building Name		
Upper Providence 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	6 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Upper Providence El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 4	Elementary	Full-time (1.0)	10/21/2021 10:53 AM

Building Name		
Upper Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

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

Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 3	Elementary	Full-time (1.0)	10/21/2021 10:51 AM

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

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 2	Elementary	Full-time (1.0)	03/08/2022 11:28 AM

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

Age Range Justification	FTE %
	0.02

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 1	Elementary	Full-time (1.0)	10/21/2021 10:48 AM

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 6	Elementary	Full-time (1.0)	10/21/2021 10:19 AM

Building Name		
Royersford El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 3	Elementary	Full-time (1.0)	10/21/2021 09:19 AM

Building Name		
Limerick El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 5	Elementary	Full-time (1.0)	03/08/2022 11:28 AM

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

School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Royersford 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	7 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Royersford 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	7 to 8
Age Range Justification		FTE %
		0.02

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 4	Elementary	Full-time (1.0)	10/20/2021 01:32 PM

Building Name		
Royersford 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 6
Age Range Justification		FTE %
		0.04

Building Name		
Royersford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 3	Elementary	Full-time (1.0)	10/20/2021 01:30 PM

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Royersford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 2	Elementary	Full-time (1.0)	10/20/2021 01:26 PM

Building Name		
Royersford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Royersford 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
--	------

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 1	Elementary	Full-time (1.0)	10/20/2021 01:24 PM

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

Building Name		
Royersford 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 9
Age Range Justification		FTE %
		0.06

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCE 2	Elementary	Full-time (1.0)	10/20/2021 01:01 PM

Building Name	
Spring City 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

Building Name		
Spring City 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCE 1	Elementary	Full-time (1.0)	10/20/2021 01:00 PM

Building Name		
Spring City 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	6 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Spring City El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 4	Elementary	Full-time (1.0)	10/20/2021 12:56 PM

Building Name		
Oaks 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	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Oaks El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 3	Elementary	Full-time (1.0)	10/20/2021 12:54 PM

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Oaks 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	8 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 2	Elementary	Full-time (1.0)	10/20/2021 12:52 PM

Building Name		
Oaks 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	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Oaks 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	7 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 1	Elementary	Full-time (1.0)	10/20/2021 12:49 PM

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Oaks 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

Building Name		
Oaks 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 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 2	Elementary	Full-time (1.0)	10/20/2021 12:47 PM

Building Name		
Evans El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 7	Elementary	Full-time (1.0)	10/20/2021 12:34 PM

Building Name		
Limerick 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	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %

	0.15
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 6	Elementary	Full-time (1.0)	10/20/2021 12:34 PM

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 5	Elementary	Full-time (1.0)	10/20/2021 12:34 PM

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 4	Elementary	Full-time (1.0)	10/20/2021 12:34 PM

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.12

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 3	Elementary	Full-time (1.0)	10/20/2021 12:34 PM

Building Name		
Limerick 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 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 2	Elementary	Full-time (1.0)	10/20/2021 12:33 PM

Building Name		
Limerick 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	6 to 7
Age Range Justification		FTE %

	0.38
--	------

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 1	Elementary	Full-time (1.0)	10/20/2021 12:33 PM

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 8	Elementary	Full-time (1.0)	10/20/2021 12:45 PM

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

Building Name		
Evans El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

Building Name		
Evans El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 7	Elementary	Full-time (1.0)	10/20/2021 12:45 PM

Building Name		
Evans 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 9
Age Range Justification		FTE %
		0.12

Building Name		
Evans El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Evans El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 6	Elementary	Full-time (1.0)	10/20/2021 12:45 PM

Building Name		
Evans 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Evans 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 5	Elementary	Full-time (1.0)	03/08/2022 11:28 AM

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Evans 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.15

Building Name		
Evans 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	7 to 8
Age Range Justification		FTE %
		0.12

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

EES 4	Elementary	Full-time (1.0)	03/08/2022 11:27 AM
-------	------------	-----------------	---------------------

Building Name		
Evans 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	5 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Evans El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Evans 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
EES 3	Elementary	Full-time (1.0)	03/08/2022 11:28 AM

Building Name		
Evans El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.12

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 2	Elementary	Full-time (1.0)	10/20/2021 12:45 PM

Building Name		
Evans 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	8 to 9
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 1	Elementary	Full-time (1.0)	10/20/2021 12:44 PM

Building Name		
Evans 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

Building Name		
Evans El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 4	Elementary	Part-time (0.5)	10/20/2021 12:29 PM

Building Name		
Brooke El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students are itinerant and they are seen at different times of the day		0.25

Building Name		
Brooke 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 7
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 3	Elementary	Full-time (1.0)	10/20/2021 12:29 PM

Building Name		
Brooke El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Brooke 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	6 to 8
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 2	Elementary	Full-time (1.0)	10/20/2021 12:29 PM

Building Name		
Brooke 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	8 to 9
Age Range Justification		FTE %
		0.3

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

BES 1	Elementary	Full-time (1.0)	10/20/2021 12:28 PM
-------	------------	-----------------	---------------------

Building Name		
Brooke El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 1	Elementary	Full-time (1.0)	10/20/2021 12:28 PM

Building Name		
Brooke El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10

Age Range Justification	FTE %
This is a speech caseload. Groups of students do not exceed three grade levels at any time.	0.2

Special Education Facilities

Building Name		Room #
Spring-Ford SHS 9-12 Ctr		9GC 410
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
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford SHS 9-12 Ctr		9GC 200
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
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

2Assurance Check

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

Building Name		Room #
Spring-Ford SHS 9-12 Ctr		9GC 202
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
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

3Assurance Check

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

Building Name		Room #
Spring-Ford SHS 9-12 Ctr		9GC 204
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
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford SHS 9-12 Ctr		9GC 114
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2021-10-22		
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 #
Spring-Ford SHS 9-12 Ctr		9GC 413
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
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 8th Grade Ctr		100
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 30 feet, 0 inches	450sqft	16
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 8th Grade Ctr		110
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 27 feet, 0 inches	648sqft	23
Implementation Date		
2021-10-22		
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 #
Spring-Ford MS 8th Grade Ctr		200
School Building		Building Description
Middle		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		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 8th Grade Ctr		212
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 28 feet, 0 inches	560sqft	20
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 8th Grade Ctr		223
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2021-10-22		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Spring-Ford MS 8th Grade Ctr		314B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 0 inches	405sqft	14
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

12Assurance Check

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

Building Name		Room #
Spring-Ford MS 7th Grade Ctr		E105
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 7th Grade Ctr		E141
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
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 #
Spring-Ford MS 7th Grade Ctr		E151
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 7th Grade Ctr		E165
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 7th Grade Ctr		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 26 feet, 0 inches	338sqft	12
Implementation Date		
2021-10-22		
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 #
Spring-Ford MS 7th Grade Ctr		E241
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 7th Grade Ctr		E258
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 41 feet, 0 inches	1045sqft	37
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

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 #
Spring-Ford MS 7th Grade Ctr		E277
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
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 #
Spring-Ford Intrmd Sch 5th/6th		131
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-08		
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 #
Spring-Ford Intrmd Sch 5th/6th		132
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-08		
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 #
Brooke El Sch		25
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 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
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 #
Brooke El Sch		9
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 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

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 #
Evans El Sch		113
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
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 #
Brooke El Sch		24
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 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
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	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 #
Brooke El Sch		14
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 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

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 #
Evans 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
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

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 #
Evans El Sch		213
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
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 #
Evans El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

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 #
Evans El Sch		221
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map.pdf		

31Assurance Check

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

Building Name		Room #
Evans El Sch		219
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
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 #
Evans El Sch		121
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

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 #
Evans El Sch		222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map.pdf		

34Assurance Check

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

Building Name		Room #
Limerick El Sch		105
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 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-03-14		
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 #
Brooke El Sch		406
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 30 feet, 6 inches	793sqft	28
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

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 #
Limerick El Sch		201
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 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

37Assurance Check

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

Building Name		Room #
Limerick El Sch		309
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 35 feet, 6 inches	816sqft	29
Implementation Date		
2022-03-14		
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 #
Limerick El Sch		405
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 30 feet, 6 inches	793sqft	28
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

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 #
Limerick El Sch		312
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 35 feet, 6 inches	923sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

40Assurance Check

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

Building Name		Room #
Oaks 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
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2022-03-14		
Uploaded Files		

41 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 #
Oaks El Sch		102
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 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-03-14		
Uploaded Files		
Oaks Floor plan.pdf		

42 Assurance Check

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

Building Name		Room #
Oaks 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
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-03-14		
Uploaded Files		
Oaks Floor plan.pdf		

43Assurance Check

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

Building Name		Room #
Royersford 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
26 feet, 7 inches x 28 feet, 0 inches	744sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		

44 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 #
Royersford El Sch		12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 26 feet, 7 inches	478sqft	17
Implementation Date		
2022-03-14		
Uploaded Files		
RES - Special Education Map.pdf		

45 Assurance Check

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

Building Name		Room #
Royersford El Sch		14
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, 7 inches x 28 feet, 0 inches	744sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		
RES - Special Education Map.pdf		

46Assurance Check

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

Building Name		Room #
Royersford El Sch		25
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, 7 inches x 28 feet, 0 inches	744sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		

47 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 #
Spring City El Sch		2
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 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Spring City Building Map.pdf		

48 Assurance Check

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

Building Name		Room #
Spring City 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
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Spring City Building Map.pdf		

49Assurance Check

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

Building Name		Room #
Upper Providence El Sch		112
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

--

50 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 #
Upper Providence El Sch		229
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

51 Assurance Check

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

Building Name		Room #
Upper Providence El Sch		102
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, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

52Assurance 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 #
Upper Providence 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
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

--

53 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 #
Upper Providence El Sch		124
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

54 Assurance Check

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

Building Name		Room #
Upper Providence El Sch		243
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, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

55Assurance 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 #
Upper Providence El Sch		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

--

56 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 #
Upper Providence El Sch		100
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 29 feet, 0 inches	739sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		

57 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 #
Oaks El Sch		17
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 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

58Assurance 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 #
Royersford El Sch		31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 13 feet, 4 inches	160sqft	5
Implementation Date		
2022-03-31		
Uploaded Files		

--

59 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 #
Spring-Ford SHS 9-12 Ctr		185
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

60 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 #
Spring-Ford SHS 9-12 Ctr		114
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
19 feet, 0 inches x 34 feet, 0 inches	646sqft	23
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

61Assurance 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 #
Spring-Ford SHS 9-12 Ctr		206
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
20 feet, 0 inches x 34 feet, 0 inches	680sqft	24
Implementation Date		
2022-03-31		
Uploaded Files		

62 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 #
Spring-Ford SHS 9-12 Ctr		193
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
33 feet, 6 inches x 34 feet, 0 inches	1139sqft	40
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

63 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 #
Spring-Ford SHS 9-12 Ctr		127
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

64Assurance 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 #
Spring-Ford SHS 9-12 Ctr		156
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 33 feet, 0 inches	858sqft	30
Implementation Date		
2022-03-31		
Uploaded Files		

65 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 #
Spring-Ford SHS 9-12 Ctr		289
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

66 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 #
Spring-Ford SHS 9-12 Ctr		266
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

67Assurance 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 #
Spring-Ford SHS 9-12 Ctr		125
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-03-31		
Uploaded Files		

68 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 #
Spring-Ford SHS 9-12 Ctr		267
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
20 feet, 0 inches x 34 feet, 0 inches	680sqft	24
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

69 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 #
Spring-Ford SHS 9-12 Ctr		293
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

70Assurance 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 #
Spring-Ford SHS 9-12 Ctr		191
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

71 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 #
Spring-Ford SHS 9-12 Ctr		291
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

72 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 #
Spring-Ford SHS 9-12 Ctr		287
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

73Assurance 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 #
Spring-Ford SHS 9-12 Ctr		126
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-03-31		
Uploaded Files		

74 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 #
Spring-Ford SHS 9-12 Ctr		186
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
34 feet, 0 inches x 34 feet, 0 inches	1156sqft	41
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

75 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 #
Spring-Ford MS 8th Grade Ctr		116
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

76Assurance 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 #
Spring-Ford MS 8th Grade Ctr		110
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2022-03-31		
Uploaded Files		

77 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 #
Spring-Ford MS 8th Grade Ctr		112
School Building		Building Description
Junior 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 31 feet, 0 inches	868sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

78 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 #
Spring-Ford MS 8th Grade Ctr		210
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 28 feet, 0 inches	420sqft	15
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

79Assurance 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 #
Spring-Ford MS 8th Grade Ctr		212
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 28 feet, 0 inches	560sqft	20
Implementation Date		
2022-03-31		
Uploaded Files		

80Assurance 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 #
Spring-Ford MS 8th Grade Ctr		314
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 0 inches	405sqft	14
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

81Assurance 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 #
Spring-Ford MS 8th Grade Ctr		318
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

82Assurance 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 #
Spring-Ford MS 7th Grade Ctr		E207
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

83 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 #
Spring-Ford MS 7th Grade Ctr		E280
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 26 feet, 0 inches	338sqft	12
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

84 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 #
Spring-Ford MS 7th Grade Ctr		E279
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

85Assurance 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 #
Spring-Ford MS 7th Grade Ctr		E272
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

86 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 #
Spring-Ford MS 7th Grade Ctr		E241
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

87 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 #
Spring-Ford Intrmd Sch 5th/6th		134
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

88Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		138
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

89 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 #
Spring-Ford Intrmd Sch 5th/6th		139
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

90 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 #
Spring-Ford Intrmd Sch 5th/6th		141
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, 0 inches	600sqft	21
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

91Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		147
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

92 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 #
Spring-Ford Intrmd Sch 5th/6th		153
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

93 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 #
Spring-Ford Intrmd Sch 5th/6th		174
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

94Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		177
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

95 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 #
Spring-Ford Intrmd Sch 5th/6th		178
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

96 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 #
Spring-Ford Intrmd Sch 5th/6th		179
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

97Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		201
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

98 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 #
Spring-Ford Intrmd Sch 5th/6th		207
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

99 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 #
Spring-Ford Intrmd Sch 5th/6th		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
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

100Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		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
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

101 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 #
Spring-Ford Intrmd Sch 5th/6th		217
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

102 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 #
Spring-Ford Intrmd Sch 5th/6th		239
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

103Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		248
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		

104 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 #
Spring-Ford Intrmd Sch 5th/6th		249
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 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

105 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 #
Spring-Ford Intrmd Sch 5th/6th		276
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 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

106Assurance 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 #
Spring-Ford Intrmd Sch 5th/6th		278
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 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		

107 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 #
Spring-Ford MS 7th Grade Ctr		E281
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 26 feet, 0 inches	338sqft	12
Implementation Date		
2022-04-01		
Uploaded Files		
Building Maps 7,8,9.pdf		

108 Assurance Check

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

Special Education Support Services

109Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	4	District Wide	District
Behavior Specialist	3	District Wide	District
School Psychologist	7	Elementary	District
School Psychologist	4	Secondary	District
Paraprofessionals	101	Elementary	District
Paraprofessionals	49	Secondary	District
Social Worker	1	District Wide	District
Guidance Counselor	13	Elementary	District
Guidance Counselor	12	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Supporting students with Autism in the general education setting - A deeper understanding of autism including communication skills, executive functioning skills			
Lead Person/Position		Year of Training	
Special Education Department			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Implementation of evidenced-based practices for students with ASD. Information on classroom environmental arrangement, instructional strategies and the use of positive behavior interventions.			
Lead Person/Position		Year of Training	
Special Education Department			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit Other	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Instructional Practices for Behavior Management- Instructional tools and practices which link classroom behavior and instruction.	
Lead Person/Position	Year of Training
Special Education Supervisor	

Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers Other

Description of Training			
Social, emotional, and behavioral interventions - assessment and intervention through the systems of support (MTSS) process			
Lead Person/Position		Year of Training	
Special Education/Curriculum Department			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Registered Behavior Technician Certification (RBT)			
Lead Person/Position			Year of Training
Dr. Tina Giambattista, Adsst. Superintendent of Special Education & Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
40	2	Other	Paraprofessionals

Description of Training
Behavior Management Strategies for Paraprofessionals and Educational Assistants

Lead Person/Position		Year of Training	
Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Strategies for paraprofessionals/educational Assistants in reading - decoding, fluency, comprehension,			
Lead Person/Position		Year of Training	
Special Educaiton Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Strategies for paraprofessionals/educational assistants in math - computation, problem solving			
Lead Person/Position		Year of Training	
Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	2		

Description of Training			
Safety Cares-Quality Behavioral Solutions to Complex Behavior Challenges			
Lead Person/Position		Year of Training	
Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience

6	2		Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
---	---	--	---

Transition

Description of Training			
Compliant secondary transition practices-Indicator 13 Training			
Lead Person/Position		Year of Training	
Special Education Supervisor - Secondary			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District PaTTAN	Special Education Teachers Other

Description of Training			
Middle School Success: The Path to Graduation (P2G)			
Lead Person/Position		Year of Training	
Special Education Supervisor - Middle School Level			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District PaTTAN Other	Building Administrators Special Education Teachers Other

Science of Literacy

Description of Training

Orton-Gillingham Sonday System® Programs Training			
Lead Person/Position		Year of Training	
Special Education Supervisor - Elementary			
Hours Per Training	Number of Sessions	Provider	Audience
12	4	District Other	Paraprofessionals Special Education Teachers Other

Description of Training			
Evidence-based, alternative reading and writing curriculum to accommodate and improve literacy outcomes for students with autism, cognitive and developmental delays, and complex needs in upper elementary, middle, and high school.			
Lead Person/Position		Year of Training	
Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience
12	4	District Other	Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Engaging Families in Transition Planning			
Lead Person/Position		Year of Training	
Special Education Supervisor - Secondary			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District PaTTAN Other	Parents Other

Description of Training			
Special Education Parent Advisory Committee - various training topics			
Lead Person/Position		Year of Training	
Asst. Superintendent of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
8	4	District Other	Parents Other

Description of Training			
Enhancing Family Engagement - welcoming, communicating, supporting, collaboration			
Lead Person/Position		Year of Training	
Special Education Department			
Hours Per Training	Number of Sessions	Provider	Audience
6	8	District PaTTAN	Parents Special Education Teachers Other

IEP Development

Description of Training			
Using data informed decisions for IEP goal writing			
Lead Person/Position		Year of Training	
Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Special Education Teachers Other

Description of Training			
Inclusive Practices for students with disabilities - LRE driven decisions			
Lead Person/Position		Year of Training	
Special Education Department			
Hours Per Training	Number of Sessions	Provider	Audience
12	4-6	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date
2022-06-01

Uploaded Files

Board Member Signature.pdf

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

Superintendent/Chief Executive Officer

Robert W. Rizzo

Date

2022-09-01

