Profile and Plan Essentials

LEA Name		**AUN**
Great Valley SD		124153503
Address 1		
100 Lindenwood Dr		
Address 2		
City	**State**	**Zip**
Malvern	PA	19355
Director of Special Education Name		
Andrea Dinsmore		
Director of Special Education Email		
adinsmore@gvsd.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
610-889-2125		x52151
Chief Administrator Name		
Dr Daniel F Goffredo		
Chief Administrator Email		
dgoffredo@gvsd.org		

Special Education Students

Total Number of Students Receiving Special Education 769
School District Total Student Enrollment 4809
Percent of Students Receiving Special Education 16

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

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

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Devereux – PA – Children's Behavioral Health Service	Other	Inpatient Hospitalization	Other	38

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 Great Valley School District "hosts" students that receive Inpatient Hospitalization at Devereux PA – Children's Behavioral Health Center on the Devereux Mapleton campus in Malvern. The Devereux Mapleton campus no longer serves students who are placed there residentially but instead offers temporary inpatient hospitalization (overnight stay) and partial hospitalization services via a day program. The district contracts with Chester County Intermediate Unit (CCIU) to act as the local education agency (LEA) representative on their behalf to ensure that all of the obligations under 1306 of the public-school code are satisfied. The CCIU assists the host district with determining whether acute, hospitalization requires the initiation of educational services. The CCIU has remained consistent with the host district's policy for homebound instruction, Policy 117-adminstrative guideline, which states that the District will provide homebound instruction only for those confinements expected to last at least two (2) weeks, but such exceptions may be made as the Superintendent or designee. The CCIU initiates educational tutoring services between one (1) to ten (10) days after a student's admission. Students receive up to five (5) hours per week of tutoring services. If a student remains in inpatient hospitalization for an extended period, the service coordinator convenes an IEP team meeting to consider an increase in tutoring services and the provision of related services. In conjunction with treatment staff, the CCIU service coordinator assists the host District by determining (a) the amount of time the student will be available for instruction, given the student's condition and the requirements of the treatment program; (b) whether and to what extent the student can be educated off the treatment site, in a regular or alternative school setting; and (c) whether any element of the treatment program—counseling, psychological services, social work—might also be necessary to meet an educational need. In most cases of acute hospitalization or treatment, the student will not be released from the facility for services in a regular school, and the amount of time available for learning will be less than a full school day. Due to these limitations, if the student has an extended stay within inpatient hospitalization, the host district via the CCIU service coordinator convenes the IEP team to adjust the scope of the student's services based thereon, the specially-designed instruction (SDI) section of the IEP typically includes a description of exactly what SDI and which regular education coursework will be delivered during the period of partial hospitalization. The obligations of the CCIU's Service Coordinator include but are not limited to the following: *Seeking the advice or input of the resident district with regard to educational services for the student. *Meeting the Child find obligations outlined in IDEA and Chapter 14. *Ensuring that all students identified with a disability receive a Free and Appropriate Public Education (FAPE) and that a certified special education teacher is providing services *Ensure that all students are educated in the least restrictive environment.
2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
   The CCIU employs service coordinators that act as the local educational agency (LEA) representatives on behalf of the district. Their role includes

monitoring student progress in collaboration with parents, the resident district, the host district, and the Devereux staff. The CCIU service coordinators are on site at the students' educational program (Devereux facilities, CCIU programs, GVSD, etc.) for a large portion of their day. They informally interact with school personnel and receive updates regularly on the student's performance. The service coordinators have access to the student's educational records including student progress reports. The service coordinators arrange formal IEP meetings to review which goals and related services are appropriate to implement and monitor while students are receiving inpatient hospitalization. Additionally, the IEP team convenes if the student is experiencing difficulties accessing their educational program.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

1. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**
   There are no facilities that provide educational services to incarcerated students located within the boundaries of the Great Valley School District. Under Sections 1306, 1306.1, and 1306.2 of the Pennsylvania Public School Code of 1949, the school districts in which juvenile and adult detention facilities are located ("host districts") are responsible for finding, identifying, and providing special education services to children with disabilities who are committed thereto. The Great Valley School District facilitates this process by ensuring that all education records and other information necessary to enable the various host districts to conduct evaluations or reevaluations and develop and implement special education programs for adjudicated residents of the District who are or are thought to be eligible for special education are transferred within a timely manner. The host district contracts with the Chester County Intermediate Unit (CCIU) to provide educational services to our adjudicated students. On-going communication with the CCIU staff continues while the students are incarcerated to ensure the Great Valley School District is knowledgeable of the current status of each adjudicated youth and maintains parent contact while their child is incarcerated. When students who are identified with disabilities are scheduled to be released from detention, the District makes every effort to schedule meetings at or near the time of discharge to ensure that these students re-enter public school programs or approved private school programs with minimal disruption to their special education services.

Least Restrictive Environment

1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**
   The Great Valley School District recognizes the legal requirements of Least Restrictive Environment (LRE), but, more importantly, embraces the philosophy and the rationale for always looking first at the least restrictive program. The District consistently reviews the "Data at a Glance" reports that are issued annually and compares the data longitudinally to review changes over time, operate with curiosity, and pose questions about enrollment, eligibility, placement, and trends in race and ethnicity for students served through special education. Since the first release of the Penn Date Report in 2007, the population of students eligible for services with a primary disability of autism has been steadily trending upward each year. As the District digs further into students eligible for autistic support, we noticed an increase in students moving into the District with complex support needs requiring more time spent within highly specialized programming within a special education classroom. In looking at the state averages for the December 1 Child Count of 2022 compared to rates of inclusion for Great Valley, the District is educating students inside the Regular Class 80% or more of the time at a rate of 65% (State Average: 61.6%), educating students inside the regular classroom <40% at a rate of 6.2% (State Average: 10%), and educating students in other settings at a rate of 6.9% (State Average: 4.4%). Great Valley School District is including students with general education peers slightly more than the state average and is maintaining students within their neighborhood school at 6% more than the state average. When reviewing the Data at a Glance report in conjunction with the Significant Disproportionality dashboard, the District is currently flagged with three years of upward trending risk ratio data for the number of Asian students who are educated inside of the regular education class <40% of the day. As a result, the District will be looking to review students who receive a supplemental to full-time level of support to examine the data trend further. Educational placement is discussed at least annually in the context of a student's IEP team meeting. Additionally, the District will continue to evaluate the effectiveness of programming for students placed in other settings and, in collaboration with the IEP team, determine whether a transition to an in-district program is appropriate.
2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   The Great Valley School District utilizes a child study team format at all levels of the organization with the intent of implementing and tracking interventions that have been provided in the core classroom and through the MTSS framework for literacy, math, social and emotional skills, and occupational therapy. MTSS allows for early identification and intervention for students who may be struggling academically, socially, or behaviorally by providing support at multiple tiers. Early intervention to support students in need fosters supportive relationships, focuses on the "whole child," mitigates disproportionality issues, and supports targeted school improvement efforts. The District uses a team approach when considering placements for students with disabilities, beginning with the neighborhood school. Inclusion in the neighborhood "home" school setting is the first option considered and includes discussion among program staff, building-level administration, and parents to determine whether or not building-level supports are sufficient to meet the student's needs. If the building is not able to provide sufficient supports and services, the teams look to other elementary or secondary buildings in the District in order to determine if specialized in-district programs can meet the student's needs. Considered within these options are supplemental supports and related services that can be provided within the buildings in order to maximize inclusion. These supports and services may be contracted via the CCIU through the Training and Consultation (TaC) department for behavioral interventions, autism, assistive technology. or vision/hearing supports. If the team determines that the student's needs are such that inclusion in the neighborhood school building would be inappropriate, the team may then review programs outside of the district's buildings, which may include IU programs in specialized centers, cross-district classrooms, or in some cases, Approved Private School (APS) placements. In all situations, district Special Education Supervisors are closely involved with the process in order to ensure that every effort is made to include the student in the neighborhood school where appropriate.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   During the tenure of the last special education plan, the special education department has focused on professional development that aligns directly to the Core Standards in Math and English/Language Arts. Through this professional development, the special education staff has increased their knowledge of "essentializing" learning outcomes and differentiating instructional strategies based on students' needs. This training has supported more inclusive opportunities for students with disabilities within the general education environment and has also enabled the District to transition students from IU and APS settings back to their neighborhood public school settings. Since the pandemic closure, the District has seen a decrease in learning readiness behavior and deficit skills of executive functioning. Moving forward professional development geared toward proactive discipline, non-linguistic modeling, and other Tier 1 strategies will take place through Responsive Approaches.
4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   The Great Valley School District provides multiple supplementary aids and services for students with disabilities to participate in extra-curricular activities. These supports are discussed within the students' Individualized Education Program (IEP) meeting. Teams consider all relevant types of supplementary aids and services in order to ensure that students can meaningfully participate which may include personal care assistant (PCA) support, nursing services, specialized transportation services, training for coaches and advisors, adaptive equipment, and accessible facilities. The District provides opportunities for students to participate in the Chester County Special Olympics event, Patriot Pals, Best Buddies, and the Special Olympics Interscholastic Unified Track and Field Program.
5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**
   All students placed in private institutions are permitted to participate in District-wide activities. To ensure this information is shared with the families of students placed outside of the District, a local educational agency rep (LEA) from the District's special education team of administrators and liaisons participate in all IEP meetings. The Great Valley School District provides paraprofessional support, training, and equipment. If a student or family of a student in an out-of-district placement wishes to participate in extracurricular activities at their home school, the District provides transportation from the private institution to the district site.
6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**
   The Great Valley School District provides a wide range of educational programs for students with disabilities. The District currently maintains the following programs: Learning Support, Autistic Support, Emotional Support, Life Skills Support, Multiple Disabilities Support, and Speech and Language Support. Over the term of the previous special education plan, the district has increased itinerant level services through an increase in BCBA services across all levels, itinerant autistic support teachers at the elementary level and high school levels, and emotional support teaching across all levels. The itinerant level of service allows for students to be included in the general education curriculum for the majority of their day while also receiving the supports and services necessary to make meaningful educational progress. As the District prepares to open the Great Valley 5/6 Center in the August of 2024; as well as, the re-envisioning of Great Valley Middle School, programmatic needs and support structures have been thoroughly analyzed to ensure continuity of support throughout the K-12 system. The addition of an itinerant autistic support position split across grades 5-8 will help to further the District's vision for continuous improvement of inclusive practices. As our population of students with complex support needs continues to grow, we are looking to further expand our autistic support classrooms serving Sugartown and General Wayne families more local to their home school. Great Valley currently serves

students with autism across six (6) supplemental autistic support classrooms and one (1) multiple disabilities classroom at the elementary level. As the students approach the secondary level, we will be evaluating the need for a transfer or additional hire to serve students at the middle school level. As of the 2024-2025 projections, the number of students moving into the elementary level from early intervention is equal to the number of students leaving the elementary level to receive programming within the Great Valley 5/6 Center resulting in a need to open a third autistic support classroom within General Wayne Elementary School.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Martin Luther School	Approved Private School (APS)		Gemma Services	Emotional Support	1
TCHS Pickering	Other	Public/IU	Chester County Intermediate Unit	Learning Support	21
CCIU:CHAAMP	Other	Public/IU	Chester County Intermediate Unit	Autistic Support	1
Devereux Mapleton Day School	Approved Private School (APS)		Devereux	Emotional Support	1
Comprehensive Learning Center (CLC)	Licensed Private Academic		Comprehensive Learning Center (CLC)	Autistic Support	0
CCIU:REACH	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	0
TCHS Brandywine: Transition to Work Program	Other	Public/IU	Chester County Intermediate Unit	Life Skills Support	2
Chester County Learning Center: Options	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	2
Lakeside Upper Merion Vantage Academy	Licensed Private Academic		Lakeside	Emotional Support	2
Woods Services	Approved Private School (APS)		Woods Services	Autistic Support	1
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1

Chester County Learning Center: Career Academy	Other	Public/IU	Chester County Intermediate Unit	Life Skills Support	2
TCHS Pickering: Gateway	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	2
Royer-Greaves School for Blind	Approved Private School (APS)		Royer-Greaves School for Blind	Multiple Disabilities Support	2
CSF-Buxmont Academy	Licensed Private Academic		Community Service Foundation (CSF)	Emotional Support	1
Aspire Program	Other	Public/IU	Chester County Intermediate Unit	Autistic Support	1
Camphill Special School	Approved Private School (APS)		Camphill Special School, Inc.	Life Skills Support	8
The Vanguard School	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	2
Child and Career Development Center (CCDC)	Other	Public/IU	Chester County Intermediate Unit	Multiple Disabilities Support	11
Fairwold Academy	Approved Private School (APS)		Fairwold Academy	Emotional Support	1
TCHS: Gateway	Other	Other Public Facility (Non Residential)	Chester County Intermediate Unit	Emotional Support	6
Devereux CIDDS	Approved Private School (APS)		Devereux	Autistic Support	1
George Crothers Memorial School	Approved Private School (APS)		CADES	Autistic Support	1
Melmark	Approved Private School (APS)		Melmark	Multiple Disabilities Support	1
Lifeworks Doylestown	Approved Private School (APS)		Lifeworks Schools	Autistic Support	1
Lifeworks Media	Approved Private School (APS)		Lifeworks Schools	Emotional Support	1
Woods	Approved Private School (APS)		Woods Services	Autistic Support	1
Pathway School	Approved Private School (APS)		Pathway School	Autistic Support	0

Positive Behavior Support

Date of Approval
2020-02-18

Uploaded Files
113 AG1 Positive Behavior Support.pdf
Policy 113 Special Education.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   The District has a School Board Policy 113: Administrative Guideline 1 that addresses Behavior Support. The District reviews the Policy with staff as necessary. The District believes in a proactive approach to student behavior as indicated with the implementation of research-based programs to increase or improve prosocial student behavior. Examples of these programs include; the C.A.T. Project, aspects of the Olweus Harassment Prevention Program, Responsive Classroom, the Elementary Pillars of Character Initiative, and the Middle School Advocacy Program.
2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**
   The District partners with the Chester County Intermediate Unit (CCIU) to refine procedures for the development of functional behavior assessments and positive behavior support plans. These procedures allow for different tiers of intervention and expertise. These tiers include (Tier 1) Great Valley School team developed functional behavior assessments, (Tier 2) functional behavior assessments that are developed with the support of CCIU TaC team and (Tier 3) functional behavior assessments that are developed with our three (3) full time, district-based BCBA consultants who receive supervision from both a CCIU advanced clinical coordinator; as well as, a Great Valley Special Education Supervisor. The District provides professional development in all areas indicated above; as well as, Crisis Prevention Institute (CPI) trainings, de-escalation techniques, threat assessment, suicide risk assessment, QPR Suicide Prevention training, Responsive Classroom, Zones of Regulation, Michelle Garcia Winner Social Skills programming, Youth Mental Health First Aid, and First Aid/CPR training. District staff (principals, teachers, paraprofessionals) who work with students with complex behavioral needs receive training in Non-Violent Crisis Prevention Intervention (NCI) bi-annually. Initial NCI training (annual) and the bi-annual NCI refresher courses are offered within the District by a certified trainer or through a CCIU certified trainer. The District previously partnered with the Pennsylvania Autism Initiative to provide training for staff in verbal behavior, applied behavior analysis, and specific behavioral chaining protocols. New teachers who serve students with Autism or complex support needs attend "Boot Camp" training with the PA Autism Initiative and partner with the CCIU Low Incidence Networking Committee (LINC).
3. **Describe the district positive school wide support programs.**
   The Great Valley School District believes in a student-centered, social and emotional learning approach to teaching and discipline that is supported by a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. To achieve this mission, the District implements Responsive Classroom as the social and emotional framework K-5, as well as, uses the Elementary Pillars of Character to promote school-wide positive reinforcement efforts and student recognition. The District engages the services of a Responsive Approaches consultant to engage teachers and leaders across the K-6 continuum. The Olweus program definition of bullying is incorporated into elementary counseling

lessons across grade levels. Our elementary teachers use the text, "How to Bullyproof Your Classroom," to engage in practical strategies to prevent bullying and create a safe, inclusive elementary classroom where kindness and learning flourish. At the middle school level, Patriot Pride and morning advocacy meetings help to promote inclusion, digital safety, and belonging for students.

4. **Describe the district school-based behavior health services.**
   The District has contracted with the Chester County Intermediate Unit for four (4) mental health counselors to provide support through MTSS and within the secondary emotional support programs. An agency contracted in-school counselor provides Tier 2 and Tier 3 support across our four (4) elementary buildings. The mental health counselors provide individual and small group counseling as identified in IEPs. In addition, the counselors provide support to school personnel regarding coping strategies that students can implement within their classrooms. Great Valley School District maintains three (3), full-time social workers to support students with individual or small group counseling identified in IEPs served by special education programs outside of emotional support (i.e. learning support) among other student service related responsibilities including but not limited to the development of Student Attendance Intervention Plans (SAIPs). Professional staff are given opportunities to seek professional development from other sources including PaTTAN, Child Guidance Resource Center, Be a part of the Conversation, and the CCIU/University of Pennsylvania Mental Health Consortium.
5. **Describe the district restraint procedure.**
   To ensure the safety and well-being of students requiring crisis intervention that includes procedures for restraint, staff are required to be trained in de-escalation in a recognized program such as Non-Violent Crisis Prevention Intervention (NCI) or QPS Safety Care. Staff are identified at each building to participate on the crisis response team and are called together in the event of an emergency. Restraint is the final option when a student is at imminent risk of harm to oneself or others, there are no other practical ways to prevent that harm without physical management, and the risk of not intervening is greater than the risk of intervening. Restraint is to be used as a last resort. In the event of a crisis, students and their crisis team may access a de-escalation area as needed to minimize injury, disruption, and property destruction and reduce the frequency and duration of restraint by eliminating environmental distractions. A District representative will notify the parent(s)/guardian(s) of the use of restraints for their child and will convene a meeting of the IEP team within ten (10) school days of the restraint unless the parent/guardian agrees, in writing, to waive the meeting. At this meeting, the IEP team will consider whether a new or revised Positive Behavior Support Plan (PBSP), Functional Behavior Assessment (FBA), re-evaluation with updated data, or consideration of a change of educational placement is appropriate in response to the incident or pattern of incidents.

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.

When looking at educational placements for our students, the District considers all available data and involves all relevant participants in the IEP meetings. The team must consider whether the information available is sufficient to make informed decisions about LRE and programming. District teams have the opportunity to collaborate with all child-serving agencies in order to help students succeed in school. Staff from educational, clinical, protective, and corrections services work to enhance and coordinate services for students. For students with complex support needs collaboration is critical to their academic and behavioral success. If additional data is needed to ensure appropriate educational placement decisions are made, the reevaluation process is initiated. The IEP team analyzes all available data to identify skill gaps and work cooperatively to provide the necessary instruction and support. When outside agencies have knowledge of educational options to add to the discussion, they are invited to participate in the IEP process so that informed decisions can be made. To ensure successful placements and services, the District utilizes a variety of services and programs to meet the unique needs of our learners. All buildings are staffed to provide learning support, autistic supports, emotional supports, behavioral and emotional supports, speech and language supports; as well as, occupational therapy, physical therapy, vision support, and hearing support. Outside services and programs are used to supplement district programming. When the District has determined that it cannot offer the Least Restrictive environment due to the complexity of the student's needs, outside placement options are considered. The District looks to Chester County Intermediate Unit for programs such as Partial Hospitalization Programs (CARE, REACH, TEACH, and Changes) and to Montgomery County Intermediate Unit for the Explorations Partial Hospitalization program. Additionally, the District utilizes other non-traditional placements such as Approved Private Schools (Camphill Special School, The Devereux Schools, Gemma Services Martin Luther School, Melmark School, Overbrook School for the Blind, Pathway School, Vanguard School, Woods Services, Royer Greaves School for the Blind, Fairwold Academy, HMS School for Children with Cerebral Palsy.) The District partners with these IU programs and APS placements to support the needs of hard to place students. The District also partners with the Chester County Intermediate Unit to support students who are not attending school through the ATTEND school refusal program. For support transitioning students back to a public-school setting, Lakeside Educational Network provides counseling services. The District continues to expand continuum of service options through the addition of specialized programming. The District plans to expand the supplemental support opportunities available to families in direct correlation with increased enrollment trends in autistic support. The District works collaboratively with families to serve students with very complex medical and behavioral needs. When a student is at a substantial risk of waiting more than 30 days for an appropriate educational placement the District engages in the intensive interagency process with both county and state-level providers. The interagency process connects outside agencies, the District, and the family with support and problem-solving from diverse areas of expertise. Students in need of an increased level of care due to a complex disability or medically based need are referred to the Children's Review Team through Child and Family Focus, Inc. While awaiting placement a student may receive Instruction Conducted in the Home. This level of support is the most restrictive option a student is able to receive and as a result, is typically one of the more temporary options in the Least Restrictive Environment continuum. Students who receive instruction conducted in the home receive intensive medical treatment or are receiving this service as referrals are being submitted to out-of-state educational placement providers due to rejections from all viable in-state providers in the Approved Private School list. The team consults with a state-level interagency coordinator at this level of complexity. The District does not have any students who have been placed on Instruction Conducted in the Home. Additionally, after reviewing the District's Special Education Students at Home (SES@Home) data for Intensive Interagency, there are no students who are at substantial risk of waiting more than 30 days for an appropriate educational day placement. The District does convene monthly interagency meetings with the parent(s)/guardian(s) and community teams of students who are actively placed but have experienced considerable challenges navigating the behavioral health system for residential level supports.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 5 Elementary	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GWE Special Education 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
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	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.3

Building Name		
General Wayne 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	9 to 11
Age Range Justification		**FTE %**
		0.4

Building Name		
General Wayne El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Special Education 5	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.5

Building Name		
Great Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**

	0.42

Building Name		
Great Valley HS		
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	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CTE Special Education 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Charlestown El Sch		
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	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.3

Building Name		
Charlestown 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	9 to 11
Age Range Justification		**FTE %**
		0.4

Building Name		
Charlestown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
STE Special Education 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Sugartown El Sch

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	6 to 8
Age Range Justification		**FTE %**
		0.2

Building Name		
Sugartown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.45

Building Name		
Sugartown 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GWE Autistic Support 1	Elementary	Full-time (1.0)	05/01/2024 12:23 AM

Building Name		
General Wayne El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVHS Special Education 8	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Great Valley HS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Special Education 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
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	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.3

Building Name	
Kathryn D. Markley El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.6

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Center-based 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8

Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS ES 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Center-based 5	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Kathryn D. Markley El Sch
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 2 Elementary	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Sugartown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Special Education 7	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.32

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.3

Building Name
Great Valley MS
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Special Education 2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

Building Name	
Great Valley HS	
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	14 to 17
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Special Education 10	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

Building Name		
Great Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.42

Building Name		
Great Valley HS		
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	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
STE Special Education 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Sugartown El Sch		
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	Elementary	8 to 10
Age Range Justification		**FTE %**

	0.26

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

Building Name		
Sugartown 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	8 to 10
Age Range Justification		**FTE %**
		0.25

Building Name	
Sugartown El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.24

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVMS Special Education 4	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.4

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.25

Building Name		
Great Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.25

Building Name		
Great Valley MS		
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	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GWE Special Education 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Decoding and Encoding Support using a highly specialized program that requires certification in order to implement. This support service is provided within groupings that do not exceed the 3-year age range.		0.5

Building Name		
General Wayne El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Emotional Support within small groupings that do not exceed the 3-year age range. This teacher does serve students in all grades within the elementary school setting.		0.5

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

GVHS IAS 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
Students are provided Itinerant level autistic support within groupings that do not exceed the 4-year age range.		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVMS Special Education 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.4

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.25

Building Name		
Great Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 7 Secondary	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SLP 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Charlestown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		0.49

Building Name		
General Wayne El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		0.51

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Special Education 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name	
Great Valley HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.5

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.4

Building Name		
Great Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GWE Special Education 5	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.5

Building Name		
General Wayne 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	5 to 7
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVHS Special Education 7	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
KDM Special Education 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
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	8 to 10
Age Range Justification		**FTE %**
		0.2

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.45

Building Name		
Kathryn D. Markley 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	8 to 10
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SLP 4 Elementary	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Kathryn D. Markley El Sch

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVHS Special Education 4	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

Building Name

Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Center-based 4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Special Education 6	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.5

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
KDM Center-based 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Students are provided multiple disabilities support within groupings that do not exceed the 3-year age range. If a student is staying in the classroom for an instructional group while a student greater than three years older or younger is in the room, an age exception is added to every impacted student's IEP.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Special Education 9	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12

Age Range Justification	FTE %
	0.5

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CTE Special Education 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Charlestown El Sch		
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	Elementary	5 to 9

Age Range Justification	FTE %
Students are provided itinerant learning support within groupings that do not exceed the 3-year age range. Charlestown Elementary is a small building in terms of enrollment and as a result requires teachers who are able to serve all multiple grade levels.	0.28

Building Name		
Charlestown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Students are provided itinerant learning support within groupings that do not exceed the 3-year age range. Charlestown Elementary is a small building in terms of enrollment and as a result requires teachers who are able to serve all multiple grade levels.		0.42

Building Name		
Charlestown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Students are provided itinerant learning support within groupings that do not exceed the 3-year age range. Charlestown Elementary is a small building in terms of enrollment and as a result requires teachers who are able to serve all multiple grade levels.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STE Special Education 4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Sugartown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.5

Building Name		
Sugartown 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
GVHS ES 2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	14 to 18
Age Range Justification		**FTE %**
Students are provided Itinerant level emotional support within groupings that do not exceed the 4-year age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVHS Special Education 9	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.6

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SLP 6 Secondary	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**

	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STE Special Education 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Sugartown El Sch		
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	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.28

Building Name		
Sugartown 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 11
Age Range Justification		**FTE %**
		0.25

Building Name		
Sugartown 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 11
Age Range Justification		**FTE %**
		0.25

Building Name		
Sugartown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Special Education 3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Great Valley MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.42

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.3

Building Name		
Great Valley MS		
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	Secondary	12 to 14
Age Range Justification		**FTE %**

	0.08

Building Name		
Great Valley MS		
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	12 to 14
Age Range Justification		**FTE %**
		0.17

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Special Education 6	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**

Students are provided learning support within groupings that do not exceed the 4-year age range. While the caseload extends beyond the 4 year range, students change classes each period and are not scheduled together.	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Special Education 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.24

Building Name		
Kathryn D. Markley El Sch		
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	9 to 11
Age Range Justification		**FTE %**
		0.2

Building Name		
Kathryn D. Markley 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	9 to 11
Age Range Justification		**FTE %**
		0.2

Building Name		
Kathryn D. Markley 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	9 to 11
Age Range Justification		**FTE %**
		0.33

Building Name	
Kathryn D. Markley El Sch	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 3 Elementary	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Students are provided Speech and Language Support within grouping that do not exceed the 3-year age range. Speech and Language Pathologists serve students in all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVHS Special Education 3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.42

Building Name		
Great Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.3

Building Name		
Great Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.17

Building Name		
Great Valley HS		
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	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
IAS Elementary	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Sugartown 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 11
Age Range Justification		**FTE %**
Provides itinerant level autistic support in an individual or small group format. Groups of students do not require age exception because students do not vary in age beyond 3 years at any given time.		0.25

Building Name		
Kathryn D. Markley 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 11
Age Range Justification		**FTE %**
Provides itinerant level autistic support in an individual or small group format. Groups of students do not require age exception because students do not vary in age beyond 3 years at any given time.		0.25

Building Name		
General Wayne 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 11
Age Range Justification		**FTE %**
Provides itinerant level autistic support in an individual or small group format. Groups of students do not require age exception because students do not vary in age beyond 3 years at any given time.		0.25

Building Name		
Charlestown 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 11
Age Range Justification		**FTE %**
Provides itinerant level autistic support in an individual or small group format. Groups of students do not require age exception because students do not vary in age beyond 3 years at any given time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Center-based 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
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	11 to 14
Age Range Justification		**FTE %**

	0.38

Building Name		
Great Valley MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.25

Building Name		
Great Valley MS		
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	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.12

Building Name	
Great Valley MS	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GWE Special Education 4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
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	8 to 10
Age Range Justification		**FTE %**
		0.2

Building Name		
General Wayne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.45

Building Name		
General Wayne 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	8 to 10
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GWE Special Education 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
General Wayne El Sch		
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	8 to 10
Age Range Justification		**FTE %**

	0.2

Building Name		
General Wayne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.45

Building Name		
General Wayne 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	8 to 10
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS Center-based 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Students are provided life skills and autistic support within groupings that do not exceed the 4-year age range. If a student is staying in the classroom beyond age 18, an age exception is added to every impacted student's IEP. Many students attend transition programs following their traditional senior year.		0.2

Building Name		
Great Valley HS		
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	Secondary	14 to 21
Age Range Justification		**FTE %**
Students are provided life skills and autistic support within groupings that do not exceed the 4-year age range. If a student is staying in the classroom beyond age 18, an age exception is added to every impacted student's IEP. Many students attend transition programs following their traditional senior year.		0.75

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

GVMS Special Education 2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.32

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.3

Building Name
Great Valley MS
Support Type
Autistic Support

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVMS Center-based 2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
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	11 to 14
Age Range Justification		**FTE %**
		0.5

Building Name
Great Valley MS
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades 7-12)

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.15

Building Name		
Great Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.25

Building Name		
Great Valley MS		
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	11 to 14
Age Range Justification		**FTE %**
		0.1

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

GVMS Special Education 8	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.42

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.3

Building Name
Great Valley MS
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	11 to 12
Age Range Justification		**FTE %**
		0.17

Building Name		
Great Valley MS		
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	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
GVHS ES 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Great Valley HS
Support Type
Emotional Support
Support Sub-Type
Emotional Support

Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
Students are provided Itinerant level emotional support within groupings that do not exceed the 4-year age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDM Center-based 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kathryn D. Markley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GVMS Special Education 5	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name

Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.5

Building Name		
Great Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.3

Building Name		
Great Valley MS		
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 13

Age Range Justification	FTE %
	0.12

Building Name		
Great Valley MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Special Education Facilities

Building Name		**Room #**
Great Valley HS		303
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 25 feet, 5 inches	762sqft	27
Implementation Date		
2022-06-06		
Uploaded Files		
GVHS 303 PC.jpg		

1Assurance Check

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

Building Name		**Room #**
Kathryn D. Markley El Sch		301
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 0 inches x 26 feet, 4 inches	763sqft	27
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 301 GA.jpg		

2Assurance Check

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

Building Name		**Room #**
Great Valley HS		136
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-06		
Uploaded Files		
GVHS 136 CS.jpg		

3Assurance Check

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

Building Name		**Room #**
Sugartown El Sch		307
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 7 inches x 22 feet, 6 inches	755sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		
STE SM 307.jpg		

4Assurance Check

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

Building Name		**Room #**
Kathryn D. Markley El Sch		218
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 5 inches x 20 feet, 0 inches	708sqft	25
Implementation Date		
2022-06-06		

Uploaded Files
KDM 218 TG.jpg

5Assurance Check

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

Building Name		**Room #**
General Wayne El Sch		203
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 204 JUH.jpg		

6Assurance Check

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

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

Building Name		**Room #**
Kathryn D. Markley El Sch		409
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
21 feet, 0 inches x 32 feet, 5 inches	680sqft	24
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 409 AS.jpg		

7Assurance Check

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

Building Name		**Room #**
Great Valley HS		102
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24

Implementation Date
2022-06-06
Uploaded Files
GVHS 102 HC KH_91fe95c8.jpg

8Assurance Check

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

Building Name		**Room #**
Great Valley MS		102
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 7 inches x 24 feet, 5 inches	771sqft	27
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 102 RF.jpg		

9Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Great Valley HS		118
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 14 feet, 0 inches	378sqft	13
Implementation Date		
2022-06-06		
Uploaded Files		

10Assurance Check

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

Building Name	**Room #**
General Wayne El Sch	141
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 141 LK.jpg		

11Assurance Check

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

Building Name		Room #
Great Valley MS		209
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 10 inches x 24 feet, 1 inches	622sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 209 JS.jpg		

12Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
General Wayne El Sch		315
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 5 inches x 15 feet, 5 inches	361sqft	12
Implementation Date		
2022-06-06		
Uploaded Files		
GWES 315 JA.jpg		

13Assurance Check

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

Building Name	**Room #**
Kathryn D. Markley El Sch	128

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
12 feet, 1 inches x 11 feet, 0 inches	132sqft	4
Implementation Date		
2022-06-06		
Uploaded Files		

14Assurance Check

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

Building Name		Room #
Kathryn D. Markley El Sch		201
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 7 inches x 29 feet, 7 inches	786sqft	28
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 201 RJ.jpg		

15Assurance Check

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

Building Name		**Room #**
Charlestown El Sch		16
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 7 feet, 0 inches	98sqft	3
Implementation Date		
2022-06-06		
Uploaded Files		
CTE 16 AC_e6a9b2bf.jpg		

16Assurance Check

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

Building Name	**Room #**

Great Valley MS		203
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 5 inches x 11 feet, 8 inches	331sqft	11
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 203 MS.jpg		

17Assurance Check

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

Building Name		**Room #**
Great Valley HS		141
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 18 feet, 5 inches	423sqft	15
Implementation Date		
2022-06-06		
Uploaded Files		

18Assurance Check

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

Building Name		**Room #**
Great Valley MS		17
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 2 inches x 24 feet, 5 inches	638sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 17 KD.jpg		

19Assurance Check

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

Building Name		Room #
General Wayne El Sch		137
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 137 JH.jpg		

20Assurance Check

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

Building Name		Room #
Great Valley HS		170
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 23 feet, 1 inches	923sqft	32
Implementation Date		
2022-06-06		
Uploaded Files		
GVHS 170 MG JC.jpg		

21Assurance Check

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

Building Name		**Room #**
Kathryn D. Markley El Sch		215
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 9 inches x 25 feet, 0 inches	593sqft	21
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 215 LD.jpg		

22Assurance Check

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

Building Name		Room #
Great Valley HS		133
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 0 inches x 25 feet, 0 inches	725sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Great Valley MS		27
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 20 feet, 4 inches	518sqft	18
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 27 AGP.jpg		

24Assurance Check

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

Building Name		**Room #**
Sugartown El Sch		202
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		
STE 202 MM.jpg		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
General Wayne El Sch		13
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
38 feet, 0 inches x 19 feet, 0 inches	722sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 13 CP.jpg		

26Assurance Check

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

Building Name		Room #
Great Valley HS		305
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 25 feet, 5 inches	762sqft	27
Implementation Date		
2022-06-06		
Uploaded Files		
GVHS 305 GV JB.jpg		

27Assurance Check

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

Building Name		**Room #**
Sugartown El Sch		121
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 15 feet, 0 inches	270sqft	9
Implementation Date		
2022-06-06		
Uploaded Files		
STE 121 AL.jpg		

28Assurance Check

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

Building Name		**Room #**
Great Valley MS		126
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 1 inches x 24 feet, 2 inches	727sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 126 LM.jpg		

29Assurance Check

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

Building Name		**Room #**
Great Valley MS		127
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 11 inches x 20 feet, 2 inches	522sqft	18
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 127 BA.jpg		

30Assurance Check

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

Building Name		**Room #**
Great Valley MS		227
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 5 inches x 20 feet, 4 inches	537sqft	19
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 227 JW.jpg		

31Assurance Check

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

Building Name		Room #
General Wayne El Sch		312
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
17 feet, 0 inches x 10 feet, 0 inches	170sqft	6
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 312 TB.jpg		

32Assurance Check

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

Building Name		Room #
Charlestown El Sch		1
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 7 feet, 0 inches	98sqft	3
Implementation Date		
2022-06-06		
Uploaded Files		
CTE 1 TA_7baca64d.jpg		

33Assurance Check

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

Building Name		**Room #**
Great Valley MS		117
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 7 inches x 24 feet, 3 inches	620sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Sugartown El Sch		409
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 10 inches x 31 feet, 1 inches	958sqft	34
Implementation Date		
2022-06-06		
Uploaded Files		
STE 409 NW.jpg		

35Assurance Check

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

Building Name		Room #
Kathryn D. Markley El Sch		110
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
11 feet, 0 inches x 9 feet, 2 inches	100sqft	3
Implementation Date		
2022-06-06		
Uploaded Files		

36Assurance Check

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

Building Name		**Room #**
Kathryn D. Markley El Sch		415
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 0 inches x 27 feet, 7 inches	799sqft	28
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 415 AW.jpg		

37Assurance Check

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

Building Name		Room #
Great Valley HS		250
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

38Assurance Check

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

Building Name		Room #
General Wayne El Sch		139
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 139 MR.jpg		

39Assurance Check

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

Building Name		**Room #**
Great Valley MS		109
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 8 inches x 23 feet, 11 inches	613sqft	21
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 109 KW.jpg		

40Assurance Check

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

Building Name		Room #
Sugartown El Sch		412
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 10 inches x 30 feet, 6 inches	879sqft	31
Implementation Date		
2022-06-06		
Uploaded Files		
STE 412 RS_6429e7de.jpg		

41Assurance Check

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

Building Name		Room #
Kathryn D. Markley El Sch		130
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 7 inches x 11 feet, 6 inches	167sqft	5
Implementation Date		
2022-06-06		
Uploaded Files		

42Assurance Check

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

Building Name		**Room #**
Charlestown El Sch		7
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 7 feet, 0 inches	98sqft	3
Implementation Date		
2022-06-06		
Uploaded Files		

43Assurance Check

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

Building Name		Room #
Great Valley HS		225
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
44 feet, 0 inches x 23 feet, 0 inches	1012sqft	36
Implementation Date		
2022-06-06		
Uploaded Files		

44Assurance Check

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

Building Name		Room #
Great Valley MS		217
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 24 feet, 2 inches	616sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 217 JK.jpg		

45Assurance Check

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

Building Name		**Room #**
Sugartown El Sch		9
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 33 feet, 2 inches	729sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		
STE 9 IAS.jpg		

46Assurance Check

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

Building Name		Room #
Great Valley MS		9
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 9 inches x 24 feet, 5 inches	628sqft	22
Implementation Date		
2022-06-06		
Uploaded Files		
GVMS 09 KS.jpg		

47Assurance Check

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

Building Name		Room #
Kathryn D. Markley El Sch		217
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 5 inches x 22 feet, 9 inches	805sqft	28
Implementation Date		
2022-06-06		
Uploaded Files		
KDM 217 CG.jpg		

48Assurance Check

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

Building Name		**Room #**
General Wayne El Sch		204
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		
GWE 204 JUH.jpg		

49Assurance Check

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

Special Education Support Services

50Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	Secondary	District
Other	2	Elementary	District
Other	1	Secondary	District
School Psychologist	4	Elementary	District
School Psychologist	2	Secondary	District
Other	1	District Wide	District
Social Worker	3	District Wide	District
Guidance Counselor	5	Elementary	District
Transition Coordinator	1	Secondary	District
Behavior Specialist	3	District Wide	Contractor
Occupational Therapist	6	District Wide	Contractor
Guidance Counselor	9	Secondary	District
Physical Therapist	2	District Wide	Contractor
Paraprofessionals	3	District Wide	District
Paraprofessionals	76	District Wide	Contractor
Paraprofessionals	13	District Wide	Contractor
Other	1	Elementary	Contractor
Other	3	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Implementation and Interpretation of Essential for Living. Participants will track learner progress with respect to skills selected for instruction and problem behaviors selected for management; as well as, measure and document small increments of that progress through skill acquisition, maintenance, and generalization.			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education and BCBA		2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	Intermediate Unit	Building Administrators Central Office Administrators Other

Description of Training			
Verbal Behavior and Intensive Teaching Trials (ITT)			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education, BCBAs, Autistic Support Teachers		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
30 minutes per session	3 sessions per year	District	Paraprofessionals Special Education Teachers

Description of Training			
National Autism Conference			
Lead Person/Position		**Year of Training**	
Pennsylvania Training and Technical Assistance Network (PaTTAN), Lancaster-Lebanon Intermediate Unit 13, and the Pennsylvania Department of Education in partnership with Penn State Outreach and the Penn State College of Education		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
7 hours per day	4 days with multiple sessions	PaTTAN	Central Office Administrators Special Education Teachers Other

Description of Training			
Special Olympics Unified Track and Field Peer Buddy Training			
Lead Person/Position		**Year of Training**	
Coach & Special Education Supervisor		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 session per year	District	Other

Description of Training			
Autistic Support and Multiple Disabilities Support PCA and RBT Training			
Lead Person/Position		**Year of Training**	
BCBA & Special Education Supervisor		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3-4	4	District	Paraprofessionals

Description of Training			
Low Incidence Networking Committee			
Lead Person/Position		**Year of Training**	
CCIU Facilitator and Special Education Supervisor		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	Intermediate Unit	Central Office Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
Crisis Prevention and Intervention (CPI) Training			
Lead Person/Position		**Year of Training**	
District CPI Trainer and Paraprofessional Agency Trainer		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	at least 1 per year	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Registered Behavior Technician (RBT) Supervision Hours			
Lead Person/Position		**Year of Training**	
CCIU BCBA Staff		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	32	District Intermediate Unit	Paraprofessionals

Description of Training			
Responsive Approaches			
Lead Person/Position		**Year of Training**	
Responsive Approaches Consultant		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2-6 hours	2, 6-hour workshop days	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Universal Mental Health Screening			
Lead Person/Position		**Year of Training**	
Supervisor of Clinical Services		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1 session per year	District PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Threat Assessment Refresher Course			
Lead Person/Position		**Year of Training**	
Supervisor of Clinical Services/CCIU		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 session per year	District Intermediate Unit	Building Administrators Special Education Teachers Other

Paraprofessional

Description of Training			
CPR, & First Aid: Learn the principles of first aid, CPR and AED to combat cardiac arrest in the event of a medical emergency.			
Lead Person/Position		**Year of Training**	
Certified Trainer/Community Agency		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1 session per year	Other	Paraprofessionals Special Education Teachers

Description of Training			
School Based Medical Access Program training. Participants will learn to complete Medical Assistance (MA) logs for the purpose of accurate reporting.			
Lead Person/Position		**Year of Training**	
MA Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 session per year	District	Paraprofessionals Other

Transition

Description of Training			
CCIU Transition Council			
Lead Person/Position		**Year of Training**	
CCIU Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2-3 sessions per year	Intermediate Unit	Special Education Teachers

Description of Training			
Indicator 13 Transition Grid Review: Participants will review best practices for facilitating conversation around the transition section of the IEP document			
Lead Person/Position		**Year of Training**	
Special Education Supervisors and Transition Coordinator		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Summary of Academic Achievement and Functional Performance (SAAFP) Training			
Lead Person/Position		**Year of Training**	
Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 time per year	District	Special Education Teachers

Description of Training			
Early Intervention Transition Meetings			
Lead Person/Position		**Year of Training**	
Special Education Supervisors and Supervisor of Clinical Services		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
5	3 times per year	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers

Science of Literacy

Description of Training			
Level 1 Wilson Reading System: The Wilson Reading System® (WRS) Level I Certification is recognized as an IDA Accreditation Plus program. It is designed to prepare teachers to effectively implement WRS Steps 1-6 with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability, such as dyslexia. WRS Level I Certification requires the completion of the WRS Introductory Course and two additional components: the WRS Intensive Instruction for the Non-Responsive Reader (Steps 1-6) online course and the WRS Steps 1-6 Practicum.			
Lead Person/Position		**Year of Training**	
Intermediate Unit Partners/Wilson Language Trainer		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
40	Individuals have 12 months from the date of enrollment to complete the online course and practicum	Intermediate Unit Other	Special Education Teachers

Description of Training			
Great Valley School District Induction for New Teachers: Participants will learn how to implement aspects of Readers Workshop, Writers Workshop and differentiated instruction.			
Lead Person/Position		**Year of Training**	
Literacy Coach, Teaching and Learning Supervisors, and Director of Teaching & Learning		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1 session per year	District	General Education Teachers Special Education Teachers

Description of Training			
Fountas and Pinnell Benchmarking and Progress Monitoring Tools			
Lead Person/Position		**Year of Training**	
Literacy Coach, Special Education Supervisor, Professional on Assignment		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1 session per year	District	Special Education Teachers

Parent Training

Description of Training			
Be a part of the Conversation: A series of events intended to support parents and families in a variety of areas including anxiety, drug and alcohol use and abuse, social issues, and tech life balance.			
Lead Person/Position		**Year of Training**	
Community Partners		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2.5	4 times per year	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Youth Mental Health First Aid			
Lead Person/Position		**Year of Training**	
Community Partner		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1 session per year	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Navigating Supports and Services Post-21			
Lead Person/Position		**Year of Training**	
Community Partners, Special Education Supervisors		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1 session per year	District Other	Parents

IEP Development

Description of Training			
Introduction to Creating Revisions and Introduction to Medical Assistance			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Introduction to the PLAAFP (Present Levels of Academic Achievement and Functional Performance)			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Introduction to the Assessments and Goals Section of the IEP			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Introduction to the Placement and LRE Sections of IEPs and Introduction to NOREP Writing			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Introduction to the Services Section of IEP and Extended School Year Module			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Introduction to the Reevaluation Report			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	On-Demand Professional Development Credit	District	Special Education Teachers

Description of Training			
Department Meetings include training information regarding legally defensible special education documents, hot topics within the field of special education, and instructional practice			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

30 minutes	8 sessions per year	District	Special Education Teachers Other

Description of Training			
PowerSchool Special Programs Training: Induction			
Lead Person/Position		**Year of Training**	
Special Education Supervisors & Professional on Assignment		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1 session per year	District	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date
2024-04-15

Uploaded Files
7-18-2022 Affirmation Statement.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

Date