

UCFSD Special Education Plan

2024-2027

Profile and Plan Essentials

LEA Name		AUN
Unionville-Chadds Ford SD		124158503
Address 1		
740 Unionville Road		
Address 2		
City	State	Zip
Kennett Square	PA	19348
Director of Special Education Name		
Dr. Leah Reider		
Director of Special Education Email		
lreider@ucfsd.net		
Director of Special Education Phone Number		Director of Special Education Ext
610-347-0970		3326
Chief Administrator Name		
Dr John C Sanville		
Chief Administrator Email		
jsanville@ucfsd.net		

Special Education Students

Total Number of Students Receiving Special Education 716

School District Total Student Enrollment 3783

Percent of Students Receiving Special Education 18.9

Steering Committee

Name	Position/Role	Building	Email
Leah Reider	Director of Special Education	Unionville-Chadds Ford SD	lreider@ucfsd.net
Kendall Warren	Other	Unionville-Chadds Ford SD	kwarren@ucfsd.net
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Meaghan Drummond	Parent	Hillendale El Sch	megleighcass@gmail.com
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Elise Anderson	Board Member	Unionville-Chadds Ford SD	eanderson@ucfsd.net
Amanda Panati	General Education Teacher	Charles F Patton MS	apanati@ucfsd.net
Steve Dissinger	Building Principal	Charles F Patton MS	sdissinger@ucfsd.net

School District Areas of Improvement and Planning- Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
3A - Participation rate for children with IEPs (ELA and Math Grade 11 did not meet target) During the COVID 19 pandemic, schools across Pennsylvania were not required to assess any students in 2020. In 2021, there were exemptions granted. Students within UCFSD with IEPs in Grade 11 were impacted by this during the aforementioned years when they did not take Math in Grades 9 or 10 and ELA in Grade 10 and thus the indicator was flagged. The COVID 19 exemptions no longer apply and all UCFSD students, including those with IEPs, take the Keystone per the state requirements. The District's 2022-2023 Keystone participation data indicates it as such.
3D - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards (Math Grades 4 and 8 did not meet target) The District is implementing several activities to address the areas that did not meet target. *Implementation of Multi-Tiered System of Support (MTSS) framework to enhance Tier 1 math instruction *Adoption of new core math instructional resources in Grades 4 and 8 *Professional development in best mathematical instructional practices for elementary and middle school teachers

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
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Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Chester County Youth Center	Detention Home		Other	20

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 Unionville-Chadds Ford School District (UCFSD) provides educational services to students with disabilities aged 12-21 who are residing at the Chester County Youth Center (CCYC) and shelter program (located at CCYC). The district utilizes the services of the Chester County Intermediate Unit (CCIU) to ensure that a free appropriate public education (FAPE) is provided to any incarcerated students or students placed within the shelter. On average, the CCYC admits 245-300 students per year and the shelter program 1 to 5 students. All residents of the CCYC and shelter program are of school age. Few, if any, students have 504 Service Agreements at this site. The CCIU provides all educational services to incarcerated students during the school year and during extended school year (as eligible). The program staffing consists of 3.0 Full Time Equivalent (FTEs) special education teachers, and 3.0 FTEs of instructional assistants. The staff is shared with the students placed at the Chester County Prison. On behalf of UCFSD, the CCIU has assigned a 1306 service coordinator to be the Local Educational Agency (LEA) representative while students are placed at each of these facilities. In addition, the 1306 service coordinator reviews educational records, progress monitoring data, initiates referrals for recommended services (including but not limited to, Child Find), collaborates with the Resident LEA, Host LEA, parents/guardians, community agencies, and the educational team, and maintains accurate records per PDE Bureau of Special Education requirements. If, through the review or records, a student is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent/guardian. Upon receipt of the signed permission, the evaluation process begins. Within 60 calendar days, an Evaluation Report (ER) is issued to the parent/guardian. If the student is found to be in need of special education services, then within 30 calendar days an IEP is developed by the IEP team to provide FAPE, and a Notice of Recommended Educational Placement (NOREP) is issued to the parent/guardian for approval. Upon receipt of the signed NOREP indicating parental approval of the special education services, the IEP is implemented, and services begin and are provided by a certified special education teacher. In addition, if determined appropriate for a student already identified as a special education student, a Permission to Reevaluate is issued. Once the Permission to Reevaluate is received, an educational reevaluation, a psychological evaluation (if appropriate), and other assessments recommended by the Multidisciplinary Team are completed within 60 days (or by the date of the student's bi/triennial reevaluation date. Once the multidisciplinary evaluation is completed, a Reevaluation Report (RR) is developed. An IEP meeting is held within 30 days and an IEP is developed and implemented. Parents are encouraged to participate in the process and are provided with copies of relevant special education documents including Procedural Safeguards Notices, ERs/RRs, IEPs, and NOREPs.

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

The 1306 Service Coordinator, who acts as the Local Education Agency (LEA) representative on behalf of the district, works closely with the teams at the 1306 facilities. Regular communication via email and telephone are paired with virtual and in-person meetings that are scheduled as appropriate. Given the age of students at the Youth Center and Shelter, post-secondary transition is the guiding principle for all meetings. Necessary supports are provided in the areas of education, employment, and independent living to aid in post-secondary transition outcomes included within students' Individualized Education Programs (IEPs). Parents, representatives from the 1306 facility, and agency team members are invited to all IEP meetings to provide crucial input and data that allows the team to plan for successful transitions to school, college, and/or career.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Chester County Prison	Prison	Other	1

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

The Unionville-Chadds Ford School District (UCFSD) provides educational services to students at the Chester County Prison (CCP), which is an adult correctional facility that houses juveniles (18-21 years of age) within the District's geographical boundaries. The District utilizes the services of the Chester County Intermediate Unit (CCIU) to ensure that a free appropriate public education (FAPE) is provided to any incarcerated students. Annually, the prison admits approximately 1-5 students. The average stay in the prison can vary from 1 to 6 months or longer in some cases. Some residents of the prison are over the age of 21, but students are not accepted in the educational program if they are over 21. As of December 21, 2021 no students under the age of 18 are able to be placed in adult facilities such as the Chester County Prison. Annually, there are less than 5 students with Individualized Education Programs (IEPs) at the prison. Few, if any, students have Section 504 Service Agreements. The CCIU provides all educational services to incarcerated students during the school year. The CCIU provides a central point of contact for any special education processes that must be completed, including, but not limited to, Child Find. The CCIU is notified when students are incarcerated. An interview process with the student assists with determining if the student received special education supports and services. As a part of the enrollment process, the CCIU contacts the student's resident school district to notify them of the placement and request educational records. The CCIU sends reports of all admissions, discharges, and releases to the District through an electronic system. If through the initial interview process and/or review of educational records, the student is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent/guardian. Upon receipt of the signed permission, the evaluation process begins. Within 60 calendar days, an Evaluation Report (ER) is issued to the parent/guardian. If the student is found to be in need of special education services, then within 30 calendar days an IEP is developed, and a Notice of Recommended Educational Placement (NOREP) is issued to the parent/guardian. Upon receipt of the signed NOREP indicating parental approval of the special education services, the IEP is implemented, and services begin. If students are currently eligible for special education services in PA as identified through a valid IEP and it is determined appropriate, a Permission to Reevaluate is issued to explore additional support, needs, and continued eligibility. Once the Permission to Reevaluate is received, a reevaluation report (RR) is completed, which includes a review of records, an educational reevaluation, a psychological evaluation (if appropriate), and other assessments recommended by the Multidisciplinary Team. Upon completion of the RR, an IEP meeting is held and an IEP is developed and implemented. Parents/guardians are encouraged to participate in the process and are provided with copies of relevant special education documents including Procedural Safeguards Notices, ERs/RRs, IEPs, and NOREPs. The District ensures FAPE in the Least Restrictive Environment by providing certified teachers at the prison. Students are educated with non-disabled peers as specified in the

IEPs. There is 1 Full Time Equivalent (FTE) of a special education certified teacher assigned to CCP. This staff is shared with the educational program at the Chester County Youth Center. Additionally, if students demonstrate completion of the requirements necessary for graduation, diplomas are issued. Each year there are a few students at the prison who earn UCFSD diplomas. The District and the CCIU experience some recurring challenges when attempting to educate incarcerated students. Occasionally, the district of residence does not provide student records in a timely manner or records are difficult to locate, which could be due to students being transient. At times, there can be barriers present for parents/guardians to be contacted (unknown location, phone numbers, etc.). In those instances an educational surrogate is assigned.

Least Restrictive Environment

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

When placing students in the Least Restrictive Environment (LRE), Unionville-Chadds Ford School District (UCFSD) carefully considers a variety of factors and relies upon student data and team input before making a final decision. When reviewing the Special Education Data Report (SEDR), the District has a higher percentage of students educated inside the regular education classroom for 80% or more of the time as well as a lower percentage of students inside the regular education classroom 40% or less of the time when compared to the State's data. This highlights the District's commitment to educating students with typical peers in the general education environment to the maximum extent possible. Additionally, the District has a similar percentage of students identified with Emotional Disturbance (ED), Autism, and Speech and Language Impairment (SLI) as compared to the State, while the District's Specific Learning Disability (SLD) numbers are 9% lower than the State average and Other Health Impairment (OHI) numbers are 10% higher than the State. Asian and Multiracial populations are identified as eligible for special education in a smaller percentage than their representation across the District. Diversity, equity, and inclusion are priorities for UCFSD across all student populations. Future areas of growth for the District when considering educating students with disabilities in the LRE include reviewing the identification of children as Other Health Impairment and identification of Hispanic and Black or African American students as the percentages of these categories of students within UCFSD are higher than the State averages. Additional areas of focus for the District include an expanded implementation of a Multi-Tiered System of Supports (MTSS) across grade levels and intervention areas. Currently, mathematics and social-emotional learning are in progress at the elementary level with expansion to social-emotional learning at the secondary level and reading at the elementary level in the coming year. Following a comprehensive program review of high school emotional support that was completed in collaboration with the Chester County Intermediate Unit in Spring 2023, the District is also working to increase the continuum of support for students with social, emotional, and behavioral needs within their neighborhood school.

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

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

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

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

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

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

The District provides appropriate supports for students with disabilities to participate in extracurricular activities. These supports are addressed within students' Individualized Education Programs (IEPs) and may include nursing services, transportation, Personal Care Assistant (PCA) support, social skills instruction, adaptive equipment, accessible facilities, inclusive clubs, and modification of rules and/or expectations such as "no-cut" and unified athletics. The District provides training and support for coaches and advisors of students with disabilities who are participating in extracurricular activities in order to create understanding and awareness of supporting inclusive environments. The District

provides opportunities for students to participate in Special Olympics, Peer Buddies, Best Buddies, and other inclusive activities to promote socialization, friendship opportunities, tolerance of differences, and acceptance. The District provides information to families regarding community extracurricular activities through parent groups such as Unionville-Parent Resources and Information for Special Education (U-PRISE), Family Outreach Committee of the Unionville-Chadds Ford School District (FOCUS), and publication of various opportunities through the online flier system, PeachJar.

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

The District provides posting of extracurricular activities via the website, emails, and mailings. Resident students with disabilities placed in private institutions are encouraged to participate in extracurricular activities. The District partners with families to provide transportation for these students in order to participate in extracurricular activities and they are able to ride buses with typical peers. The District provides Extended School Year (ESY) services to eligible students with disabilities who are placed in private institutions that do not offer ESY. Support staff, if necessary, are provided to support students during extracurricular activities. Additionally, students with disabilities placed in private institutions may access school personnel and support such as school counselors, school social workers, athletics coaches, and club and activities advisors as needed.

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

The District prioritizes building staff capacity to support students. Staff are encouraged to seek out professional development opportunities from local, state, and national leaders within their fields. Weekly and monthly departmental meetings focusing on best practices, new initiatives, cutting-edge research, and resource sharing with peers are standard practices. The District prides itself on providing a continuum of placements and services to meet students' needs. Currently, the District offers programming for K-12 students in Autistic Support, Blind-Visually Impaired Support, Deaf and Hard of Hearing Support, Emotional Support, Learning Support, Life Skills Support, Physical Support, and Speech and Language Support. The District collaborates with the Chester County Intermediate Unit (CCIU) to provide programming for students who require Multiple Disabilities Support. The District also works closely with the CCIU to meet the needs of extraordinary students. Students participate in programs focusing on transitions after high school, community-based placement for students with Autism, and structured environments with integrated support for those with significant behavioral and mental health needs. The District plans to continue to build capacity and expand programs to meet the diverse and ever changing needs of students. The District is in year two of a multi-year process to expand decision making structures and leveled support through a more robust Multi-Tiered System of Supports (MTSS). Additionally, a review of the Emotional Support program at Unionville High School was conducted in the spring of 2023. Based on that review, additional programming is being planned for implementation beginning in the 2024- 2025 school year to offer more intensive emotional support within students' neighborhood school. The District is also exploring changes to programming for students within our low incidence population, Life Skills Support and Autistic Support, as part of our regular curriculum cycle.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Devereux Advanced Behavioral Health Mapleton Campus	Approved Private School (APS)		The Devereux Schools	Emotional Support	1

Positive Behavior Support

Date of Approval

2023-05-15

Uploaded Files

UCFSD Policy 113.2.pdf

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

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

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

The District regularly provides behaviorally related training for staff in the areas of threat screenings, Safety Care crisis and de-escalation training, risk screenings, first aid and CPR training, mental health training (QPR), wellness, diversity, and Social Emotional Learning (SEL) training. The District also sends staff to training on topics such as executive functioning, behavior, and networking peers. Additionally, District Board Certified Behavior Analysts (BCBAs) provide ongoing coaching sessions for professional and support staff in behavior management strategies. In conjunction with the Pennsylvania Autism Initiative, staff are provided with training on verbal behavior, applied behavior analysis, and specific protocols such as accepting no. Additionally, the Chester County Intermediate Unit (CCIU) provides training and consultation to teachers, support staff, and BCBAs on behavior plans, behavioral interventions and supports, and de-escalation strategies. Finally, the District's Behavioral Health and Special Education Teams provide training to staff on Zones of Regulation, Whole Body Listening, Trauma Informed Instruction, and Superflex as part of scheduled professional development sessions.

3. Describe the district positive school wide support programs.

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

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

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

5. Describe the district restraint procedure.

In order to implement District Restraint Procedures, staff are required to be trained in de-escalation and a nationally recognized program such as Safety Care. In each building, these staff make up the crisis response teams that are called in the event of a student behavioral emergency. District crisis response teams use restraint as a final option. In the de-escalation of students, teams may access a Restorative Center (RC) as needed to increase safety of students and staff, as well as to attempt to avoid and reduce the duration and frequency of any required restraints. The use of an RC is listed in the student's IEP. In the event a restraint is needed, the team follows the District's procedures posted in the District's Special Education Procedure Manual. The procedure is also included below. Background Information: 22 Pa. Code Chapter 14 provides guidance on physical restraints. The regulations state that restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used, and the use of prone restraints is prohibited in PA educational settings. Prone restraints are those in which a student is held face down on the floor. A Restraint defined in Chapter 14 indicates: A restraint is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. The term "restraint" does not include briefly holding, without force, a student to calm or comfort the student, guiding a student to an appropriate activity, or holding a student's hand to safely guide the student from one area to another. The term also does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic services. Devices used for physical therapy or occupational therapy such as seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition. All therapies and devices are agreed to by the student's parents and specified in the Individualized Education Program (IEP). Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself/herself or others, and only when less restrictive measures and de-escalation techniques have proven to be ineffective. Requirements When a Restraint is Used: 1. The school must notify the parent of the use of restraint to control the behavior of a student. The Bureau of Special Education recommends this notification be within one (1) school day of the restraint. As a District, our preference is that you notify the parent(s) the day of the restraint via phone, in person (at pick-up), or via email as a last resort. 2. Additionally, there needs to be an Individualized Education Program (IEP) team meeting within ten (10) school days of the behavior causing the use of restraint. a. Issue the parent(s) an invitation for an IEP meeting along with the Restraint Waiver (at the same time), so the parent(s) have the clear option to choose to attend an IEP meeting or to sign the waiver of an IEP meeting. i. On the meeting invitation, check the box for possible changes to IEP and also check Other. Write: Discuss behaviors that resulted in restraint(s) on DATE. b. When an IEP meeting occurs, the team shall consider whether the student needs a functional behavioral assessment, a new or revised positive behavior support plan, reevaluation, or a change of placement. The outcome of this meeting must be documented in the student's IEP, NOREP, and the District RISC form. 3. The only reason for an IEP meeting to not take place is if the parent signs and agrees in writing to waive the meeting on the District's waiver form. a. The waiver form can only include restraint(s) from one calendar day. b. The waiver form should include the single date and the approximate clock time the restraint occurred. The additional details for type of restraint(s), amount of time student was restrained, and antecedents to the restraint(s) are communicated directly to the parent(s) and documented in the IEP and the District RISC form. 4. Refer to the Restraint Decision Tree to determine whether or not a restraint has been used in a specific situation. *If the student is not currently served under an IEP, the Instructional Support Team (IST) must convene and document the restraint and discuss next steps to support the student. Reporting of Restraints: Chapter

14 requires reporting of restraints in the Commonwealth. The reporting system developed by the Pennsylvania Department of Education (PDE) is known as RISC (Restraint Information System of Collection). Anytime a restraint is used, it must be reported to PDE via RISC. It is also the responsibility of the home school district to report all incidents of restraints, even for those students attending an Approved Private School or out of district placement.

1. In order for all information to be accurately sent to the state in a timely manner, when a staff member(s) restrains a child they must complete a RISC form (Updated 12/5/2023) in the google drive and share it with the appropriate level (elementary or secondary) Supervisor of Special Education the day of the restraint.
2. Restraint reports may be uploaded and then saved as “draft” until after the IEP meeting is held. At that time they may be updated and saved as final.
3. If a district does not finalize the report by entering either an IEP meeting date or the date of receipt of the signed parental waiver within 20 days of the restraint, the system will log the school as out-of-compliance and your Special Education Advisor will contact you for follow-up.
4. The District will follow all restraint reporting timelines issued by the Bureau of Special Education. Supervisors of Special Education oversee the reports are entered and completed in a timely manner into the RISC System: <https://apps.leadingservices.com/risc>

IEP Documentation for Use of Restraint: The use of restraints may be included in a student’s IEP ONLY if the following conditions apply:

1. The restraint is utilized with specific component elements of positive behavior support.
2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized to use the procedure if they have received the required training and have a current certification.
4. There is a plan in place for eliminating the use of restraints through the application of positive behavior support.
5. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
6. Information on the use of restraints must be included throughout the IEP.

Other Resources: PDE Guidelines for De-Escalation and the Use of and Reporting of Restraints in Educational Programs UCFSD District Board Policy 113.2- Behavior Support.

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.

After reviewing the District's current SES data, we do not find any students placed on Instruction Conducted in the Home or who are at substantial risk of waiting more than 30 days for an appropriate educational placement. In the event that we have students placed on Instruction Conducted in the Home, the focus is on ensuring their needs are met within the unique educational setting in the home. A primary concern is finding appropriately certified staff. The District posts positions through a variety of channels and also contracts with the Chester County Intermediate Unit (CCIU) to staff these positions. Creative scheduling, using remote learning technologies, and hiring District staff to work specifically with these students, has allowed the District to meet students' needs while being educated in the home. A secondary challenge is the length of time students are placed in Instruction Conducted in the Home. Rare medical conditions, requiring medical support from across the country, impact students' abilities to be available for and able to consistently access the instruction provided, potentially leading to slower growth toward identified goals. The District has not experienced students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. If the District encounters a student facing this situation, the District will coordinate with the CCIU and their Interagency Collaboration team. This team has resources and connections to support students who are at-risk due to insufficient program options throughout the state. CCIU staff work with the District and community agencies to expand and coordinate services for students who are the most difficult to serve and require coordinated services from a variety of child-serving agencies.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LL3399	Elementary	Full-time (1.0)	05/30/2024 10:14 AM

Building Name		
Hillendale 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 groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP2571	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Chadds Ford 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 groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC4043	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GQ4092	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton 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		
Charles F Patton MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF2841	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Hillendale 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	8 to 11
Age Range Justification		FTE %
		0.3

Building Name		
Hillendale 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 11
Age Range Justification		FTE %
		0.5

Building Name		
Hillendale El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Hillendale El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SG4202	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.7

Building Name		
Unionville 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	8 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM3364	Elementary	Full-time (1.0)	03/10/2024 12:06 PM

Building Name		
Pocopson 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 8
Age Range Justification		FTE %
		0.3

Building Name		
Pocopson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH3459	Secondary	Full-time (1.0)	03/10/2024 12:01 PM

Building Name		
Unionville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NW4082	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CB4083	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Charles F Patton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Charles F Patton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Charles F Patton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NE3132	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS1875	Secondary	Full-time (1.0)	03/10/2024 11:26 AM

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF3642	Secondary	Full-time (1.0)	03/10/2024 10:58 AM

Building Name		
Charles F Patton 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	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Charles F Patton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB3129	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW4196	Secondary	Full-time (1.0)	03/10/2024 10:45 AM

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB2025	Secondary	Full-time (1.0)	03/10/2024 10:24 AM

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

Building Name		
Unionville HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EW3521	Secondary	Full-time (1.0)	03/10/2024 09:55 AM

Building Name		
Charles F Patton 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
KC3885	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

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

Building Name		
Unionville HS		
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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RF4001	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Pocopson El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.4

Building Name		
Pocopson 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	7 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS3900	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Pocopson 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 11
Age Range Justification		FTE %
		0.2

Building Name		
Pocopson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

Building Name		
Pocopson El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Pocopson El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW4175	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

Building Name		
Unionville HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SA1288	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 8
Age Range Justification		FTE %
		0.5

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.22

Building Name		
Unionville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

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

Building Name		
Unionville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM3153	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH4288	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Emotional Support within groupings that do not exceed the 3-year age range. However, the Emotional Support Teacher services all grades within the elementary school setting.		0.2

Building Name		
Unionville 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	5 to 11
Age Range Justification		FTE %
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary school setting.		0.33

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

Building Name		
Unionville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RO3431	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Pocopson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Learning Support within groupings that do not exceed the 3-year age range. However, the Learning Support Teacher services all grades within the elementary school setting.		0.06

Building Name		
Pocopson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Emotional Support within groupings that do not exceed the 3-year age range. However, the Emotional Support Teacher services all grades within the elementary school setting.		0.26

Building Name		
Pocopson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Autistic Support Teacher services all grades within the elementary school setting.		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BC1369	Secondary	Part-time (0.5)	03/09/2024 06:06 PM

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

Building Name		
Unionville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KiK2285	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Hillendale 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 11
Age Range Justification		FTE %
		0.5

Building Name		
Hillendale 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 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT3409	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Hillendale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Hillendale 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 11
Age Range Justification		FTE %
		0.33

Building Name		
Hillendale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JH2534	Secondary	Full-time (1.0)	03/09/2024 06:00 PM

Building Name		
Unionville HS		
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	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided Emotional Support within groupings that do not exceed the 4-year age range. However, the Learning Support Teacher services all grades within the high school setting.		0.5

Building Name		
Unionville HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 19
Age Range Justification		FTE %
Students are provided Emotional Support within groupings that do not exceed the 4-year age range. However, the Learning Support Teacher services all grades within the high school setting.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EG1516	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Chadds Ford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

Building Name		
Chadds Ford 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	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Chadds Ford 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	5 to 8
Age Range Justification		FTE %
		0.24

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EC3405	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.74

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL994	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Pocopson 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 11
Age Range Justification		FTE %
		0.5

Building Name		
Pocopson 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 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SA4289	Elementary	Part-time (0.5)	03/11/2024 02:32 PM

Building Name		
Unionville 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	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR1702	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TS4203	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Chadds Ford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Autistic Support within groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		0.5

Building Name		
Chadds Ford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Chadds Ford 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 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AT4275	Secondary	Full-time (1.0)	03/10/2024 12:17 PM

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JO3063	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Pocopson 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 groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC4162	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TC4181	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM4259	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Charles F Patton MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DM3914	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Chadds Ford El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Life Skills Support within groupings that do not exceed the 3-year age range. However, the Life Skills Support Teacher services all grades within all four of the elementary school buildings.		0.55

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

Building Name		
Chadds Ford El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided Life Skills Support within groupings that do not exceed the 3-year age range. However, the Life Skills Support Teacher services all grades within all four of the elementary school buildings.		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KaK2737	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Chadds Ford El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

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

Building Name		
Chadds Ford 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 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH3904	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

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

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL3534	Secondary	Full-time (1.0)	03/10/2024 09:34 AM

Building Name		
Charles F Patton MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS2053	Secondary	Full-time (1.0)	03/10/2024 09:32 AM

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

Building Name		
Charles F Patton 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC3962	Elementary	Part-time (0.5)	03/10/2024 09:30 AM

Building Name		
Hillendale 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 groupings that do not exceed the 3-year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KE3650	Secondary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

Building Name		
Unionville 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 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EB3495	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Hillendale 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	7 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Hillendale El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.4

Building Name		
Hillendale El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC3987	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Unionville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL437	Elementary	Full-time (1.0)	03/11/2024 02:32 PM

Building Name		
Hillendale 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	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Hillendale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

Building Name		
Hillendale El Sch		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Chadds Ford El Sch		C101
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, 2 inches x 33 feet, 0 inches	1094sqft	39
Implementation Date		
2021-08-24		
Uploaded Files		
Rm C101- Martens.jpg		

Assurance Check

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

Building Name		Room #
Hillendale El Sch		19
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 28 feet, 0 inches	756sqft	27
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 19 - Little.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		227
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, 2 inches x 26 feet, 1 inches	656sqft	23
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 227 - SBrown.jpg		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		237
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, 1 inches x 21 feet, 1 inches	444sqft	15
Implementation Date		
2021-08-24		
Uploaded Files		
Room 237 - Smith_Wetzel .jpg		

Assurance Check

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

Building Name		Room #
Unionville El Sch		179
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, 6 inches x 29 feet, 3 inches	833sqft	29
Implementation Date		
2021-08-24		
Uploaded Files		
RM 179-Anderson.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		239
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, 5 inches x 27 feet, 2 inches	744sqft	26
Implementation Date		
2021-08-24		
Uploaded Files		
RM 239 - Eppinger.HEIC		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		226
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, 3 inches x 26 feet, 0 inches	682sqft	24
Implementation Date		
2021-08-24		
Uploaded Files		
Room 226 - Replogle.jpg		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Unionville HS		103
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 26 feet, 5 inches	697sqft	24
Implementation Date		
2021-08-24		
Uploaded Files		
Curtis Room 103.jpg		

Assurance Check

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

Building Name		Room #
Charles F Patton 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
32 feet, 0 inches x 31 feet, 4 inches	1002sqft	35
Implementation Date		
2021-08-24		
Uploaded Files		
Room 109 - Nanis.jpg		

Assurance Check

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

Building Name		Room #
Hillendale El Sch		27
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 27- Toth.jpg		

Assurance Check

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

Building Name		Room #
Unionville El Sch		229
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, 3 inches x 25 feet, 0 inches	631sqft	22
Implementation Date		
2021-08-24		
Uploaded Files		
Room 229- Argentine 2.jpeg		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Unionville HS		137
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, 8 inches x 27 feet, 7 inches	763sqft	27
Implementation Date		
2021-08-24		
Uploaded Files		
Matz AS 137.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		238
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, 5 inches x 22 feet, 5 inches	502sqft	17
Implementation Date		
2021-08-24		
Uploaded Files		
Rm238_RBrown.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		321
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, 1 inches x 31 feet, 2 inches	968sqft	34
Implementation Date		
2021-08-24		
Uploaded Files		
RM321.jpg		

Assurance Check

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

Building Name		Room #
Hillendale El Sch		29A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 9 inches x 16 feet, 0 inches	268sqft	9
Implementation Date		
2021-08-24		
Uploaded Files		
Rm Speech- Lind.jpg		

Assurance Check

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

Building Name		Room #
Pocopson El Sch		A106
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, 6 inches x 28 feet, 9 inches	819sqft	29
Implementation Date		
2021-08-24		
Uploaded Files		
RM A106 - Shady.HEIC		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Unionville El Sch		211
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, 7 inches x 27 feet, 7 inches	760sqft	27
Implementation Date		
2021-08-24		
Uploaded Files		
UE.4_5LS.Room211.JPG		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Hillendale El Sch		22
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, 3 inches x 27 feet, 3 inches	715sqft	25
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 22- Bova.jpg		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Pocopson El Sch		C211
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, 4 inches x 28 feet, 4 inches	802sqft	28
Implementation Date		
2021-08-24		
Uploaded Files		
Rm C104 - O'Brien.jpeg		

Assurance Check

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

Building Name		Room #
Unionville 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
12 feet, 6 inches x 12 feet, 3 inches	153sqft	5
Implementation Date		
2021-08-24		
Uploaded Files		
UES Speech.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		340
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 26 feet, 0 inches	665sqft	23
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 340- Hilbolt.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		241
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, 1 inches x 17 feet, 10 inches	304sqft	10
Implementation Date		
2021-08-24		
Uploaded Files		
room 241 UHS .jpg		

Assurance Check

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

Building Name		Room #
Hillendale El Sch		25
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, 3 inches x 26 feet, 3 inches	662sqft	23
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 25 - Ha_8e60091f.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		330
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, 3 inches x 24 feet, 2 inches	561sqft	20
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 330 - Berkeihiser		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		116
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2021-08-24		
Uploaded Files		
Room 116 - Stem.jpg		

Assurance Check

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

Building Name		Room #
Pocopson El Sch		B112
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, 11 inches x 12 feet, 11 inches	166sqft	5
Implementation Date		
2021-08-24		
Uploaded Files		
Rm B112 O'Keefe.jpg		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Chadds Ford El Sch		C108
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, 2 inches x 28 feet, 1 inches	791sqft	28
Implementation Date		
2021-08-24		
Uploaded Files		
C108-Grubb.jpg		

Assurance Check

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

Building Name		Room #
Hillendale 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
27 feet, 9 inches x 26 feet, 6 inches	735sqft	26
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 1- King (1).jpg		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		204
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, 5 inches x 29 feet, 5 inches	865sqft	30
Implementation Date		
2021-08-24		
Uploaded Files		
Room 204 - Sordi.jpg		

Assurance Check

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

Building Name		Room #
Pocopson El Sch		C202
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, 4 inches x 28 feet, 5 inches	805sqft	28
Implementation Date		
2021-08-24		
Uploaded Files		
C202, Lefko, A.pdf		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		252
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, 7 inches x 21 feet, 8 inches	467sqft	16
Implementation Date		
2021-08-24		
Uploaded Files		
Room 252 - Lewis.jpg		

Assurance Check

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

Building Name		Room #
Pocopson El Sch		C108
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, 6 inches x 28 feet, 6 inches	812sqft	29
Implementation Date		
2021-08-24		
Uploaded Files		
C108- Martin.jpg		

Assurance Check

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

Building Name		Room #
Chadds Ford El Sch		D127
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, 6 inches x 32 feet, 8 inches	735sqft	26
Implementation Date		
2021-08-24		
Uploaded Files		
IMG_2735.HEIC		

Assurance Check

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

Building Name		Room #
Hillendale El Sch		5
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, 6 inches x 26 feet, 3 inches	695sqft	24
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 5- M. Fricker.jpg		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		253
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, 5 inches x 27 feet, 0 inches	740sqft	26
Implementation Date		
2021-08-24		
Uploaded Files		
Room 253 - Shiffer.jpg		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Unionville HS		341
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 25 feet, 7 inches	656sqft	23
Implementation Date		
2021-08-24		
Uploaded Files		
room 341- Clemson.jpg		

Assurance Check

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

Building Name		Room #
Unionville HS		236
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, 2 inches x 23 feet, 0 inches	532sqft	19
Implementation Date		
2021-08-24		
Uploaded Files		
Rm 236 - Houck.jpg		

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Charles F Patton MS		235
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 29 feet, 2 inches	845sqft	30
Implementation Date		
2021-08-24		
Uploaded Files		
Room 235 - Friedman.jpg		

Assurance Check

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

Building Name		Room #
Pocopson El Sch		A105
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, 6 inches x 28 feet, 8 inches	817sqft	29
Implementation Date		
2021-08-24		
Uploaded Files		
Fricker, Rachel A105.HEIC		

Assurance Check

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

Building Name		Room #
Unionville El Sch		225
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, 3 inches x 25 feet, 3 inches	637sqft	22
Implementation Date		
2021-08-24		
Uploaded Files		
Room 225- Learning Support 3-4.jpeg		

Assurance Check

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

Building Name		Room #
Unionville El Sch		Room 169
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 30 feet, 6 inches	823sqft	29
Implementation Date		
2023-08-28		
Uploaded Files		
IMG_3107.jpg		

Assurance Check

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

Building Name		Room #
Charles F Patton MS		137
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, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2023-08-28		
Uploaded Files		
Patton137.JPEG		

Assurance Check

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Paraprofessionals	86	District Wide	District
Paraprofessionals	22	District Wide	Contractor
School Psychologist	7	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	5	District Wide	Contractor
Social Worker	4	District Wide	District
Guidance Counselor	14	District Wide	District
Behavior Specialist	3	District Wide	District
Transition Coordinator	1	Secondary	District
Other	1	District Wide	Contractor
Other	2	District Wide	Contractor
Other	10	District Wide	District
Other	1	Secondary	Contractor
Other	2	District Wide	Contractor
Other	9	Elementary	Contractor
Other	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
During this session, you will meet with the Building-Specific Autistic Support teams (elementary, middle, and high school levels), who will provide you with training to help you understand your role and duties as a Personal Care Assistant for Autistic students. We will review relationship building with both students and staff, as well as provide an introduction/review to the expectations of data collection.			
Lead Person/Position		Year of Training	
Special Education Teacher		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1 session per year	District Intermediate Unit	General Education Teachers Paraprofessionals

Description of Training			
The PaTTAN Autism Initiative assists teams across the Commonwealth in developing and maintaining effective instructional practices for students with Autism Spectrum Disorders.			
Lead Person/Position		Year of Training	
Internal Coach		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	9 sessions per year	District PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Verbal Behavior training is competency based and involves active participation of those in attendance. Participants identify teaching trial type (i.e., mand, tact, intraverbal), are able to demonstrate basic errorless teaching procedures, errorless correction procedures, basic data collection processes, intensive teaching (i.e. discrete trial teaching), and mand teaching procedures.			
Lead Person/Position		Year of Training	
PaTTAN Trainers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
8 hours	2 sessions per year	PaTTAN	Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Safety Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change.			
Lead Person/Position		Year of Training	
Chester County Intermediate Unit TaC Team		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6-12 hours	2 sessions per year	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Monthly Crisis Team Refresher is a review and includes role playing best practices for responding to students in crisis.			
Lead Person/Position		Year of Training	
BCBA		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5 hours	4-8 sessions per year	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
The School Based Access Program training focuses on Medical Assistance (MA) reporting. Participants have the opportunity to walk through the process of completing an MA Log. Documentation codes and meanings are explained, examples are provided, and opportunities to practice and receive answers to questions regarding the School Based Access Program are given.			
Lead Person/Position		Year of Training	
Medical Access Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5 hours	1 session per year	District	Paraprofessionals

Description of Training			
In CPR/First Aid training, staff learn the principles of first aid along with CPR (cardiopulmonary resuscitation) and the steps for utilizing an AED (automatic external defibrillator) to combat cardiac arrest so that they can assist someone in the event they experience a medical or traumatic emergency.			
Lead Person/Position		Year of Training	
Community Partner		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1-2 sessions per year	District Other	Paraprofessionals

Description of Training			
Training will be provided on the 7 Core Competencies for Special Education Paraeducators represent the required knowledge and skills all paraeducators need to safely and effectively support students with disabilities in K-12 settings. These core competencies address the corresponding role of paraeducators in the four aspects (collaboration, assessment, social/emotional/behavioral, and instruction) of the High Leverage Practices for special educators developed by CEC in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5-3 hours	6 sessions per year	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
The Early Intervention Transition Night provides parents with information about special education supports and services within the District, resources for students with disabilities, the enrollment process, and the timeline for transition.			
Lead Person/Position		Year of Training	
Supervisor of Elementary Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1 session per year	District	Building Administrators Parents

Description of Training			
Secondary Transition Nights provide parents with information about special education supports and services at the secondary school (Charles F. Patton Middle School or Unionville High School) their children will attend in the subsequent school year. Information about course selection, special education services, case management, and appropriate points of contact are provided.			
Lead Person/Position		Year of Training	
Supervisor of Secondary Special Education and Special Education Department Chairs		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5 hours	2 sessions per year	District	Parents

Description of Training			
Transition Council is a recurring workshop to support transition for special education students. Guest speakers and Chester County Intermediate Unit Training and Consulting (TaC) staff provide the latest updates and developments in the field of transition services.			
Lead Person/Position		Year of Training	
Intermediate Unit Staff		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	3 sessions per year	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
The PaTTAN Literacy Symposium provides professionals with training and education on evidence-based reading practices focusing on the science of reading, structured literacy, and reading instruction and intervention. Literacy symposium strands include the following topics: Science of Reading, Foundational Skills, Language Comprehension, Written Language, Literacy in Secondary Settings, Multi-Tiered Systems of Support (MTSS), Administrator, Leadership & Coaching Support and Culturally Responsive Literacy.			
Lead Person/Position		Year of Training	
PaTTAN Staff		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	3 sessions per year	PaTTAN	General Education Teachers Special Education Teachers Other

Description of Training			
The Annual Title I Training is an event that explains Title I reading support, parent involvement, and provides access to resources, as well as an opportunity for questions and answers.			
Lead Person/Position		Year of Training	
Title I Reading Specialists		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1 session per year	District	Parents

Description of Training			
Wilson Reading Systems: Training to implement the Wilson Reading System with fidelity. Wilson is provided to students who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.			
Lead Person/Position		Year of Training	
Wilson Certified Trainer		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	3	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Unionville-Parent Resources and Information for Special Education (U-PRISE) is a place for parents/guardians of students with special needs to share ideas and information, discuss programs, network with other parents and community resources, collaborate with administrators, ask questions, seek advice, and learn more about special education processes.			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	2 sessions per year	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Parent Education sessions are trainings that are created to support parents in a variety of areas as specified in their child's Individualized Education Program (IEP) and noted as a related service and described in Specially Designed Instruction (SDI).			
Lead Person/Position		Year of Training	
Special Education Teacher		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
Outlined in IEPs	Outlined in IEPs	District	Parents

IEP Development

Description of Training			
IEP Institute Refresher sessions are an invitation-only series focusing on best practices for developing, communicating, and progress monitoring of Individualized Education Programs (IEPs).			
Lead Person/Position		Year of Training	
Chester County Intermediate Unit TaC Team		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	3 sessions per year	Intermediate Unit	Special Education Teachers

Description of Training			
Induction is a program that includes training for staff members new to the district on the Individuals with Disabilities Education Act (IDEA) and its implementation within the district.			
Lead Person/Position		Year of Training	
Director of Curriculum and Instruction		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1 session per year	District	General Education Teachers Special Education Teachers

Description of Training			
Department meetings are trainings for building level special education department members to discuss best practices related to Individual Education Program (IEP) development, refine skills necessary for writing legally compliant documents, and receive support from peers and administrators.			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5 hours	6 sessions per year	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-15

Uploaded Files

Affirmation Statement 2024.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

John C Sanville

Date

2024-05-07



Leah Reider <lreider@ucfsd.net>

Your plan has been approved

do-not-reply@pa.gov <do-not-reply@pa.gov>

Sun, Jun 23, 2024 at 11:50 PM

To: jsanville@ucfsd.net

Cc: lreider@ucfsd.net

Pennsylvania Department of Education
Future Ready Comprehensive Planning

The Special Education Plan for Unionville-Chadds Ford SD meets the Chapter 14.104 criteria and is approved by the Pennsylvania Department of Education. The Department is available to work with you to implement your plan.

Please contact your BSE Advisor with any questions that may arise regarding the implementation and/or modification of the special education plan.

If you have questions about the Special Education Plan review process, please contact Sandra Zeleznik at szeleznik@pa.gov.

Best Wishes,

Special Education Plan Team