Profile and Plan Essentials

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

Special Education Students

Total Number of Students Receiving Special Education 1492
School District Total Student Enrollment 7895
Percent of Students Receiving Special Education 18.9

Steering Committee

Name	Position/Role	Building	Email
Aimee Oblak	Director of Special Education	Spring-Ford Area SD	aobla@spring-ford.net
Katie Davis	Director of Special Education	Spring-Ford Area SD	kdavi@spring-ford.net
Amy Hiller	Director of Special Education	Spring-Ford Area SD	ahill@spring-ford.net
Kristen Beideman	Other	Spring-Ford SHS 9-12 Ctr	Kbeid@sprin-ford.net
Christopher Talley	Director of Special Education	Upper Providence El Sch	ctall@spring-ford.net
Gerard Rogers	Building Principal	Spring-Ford MS 8th Grade Ctr	grod@spring-ford.net
John Hughes	Other	Limerick El Sch	jhugh@spring-ford.net
Laura Camp	Other	Spring-Ford Area SD	lacam@spring-ford.net
Gina High	Special Education Teacher	Spring-Ford SHS 9-12 Ctr	ghigh@spring-ford.net
Lyndi Paladino	Other	Spring-Ford SHS 9-12 Ctr	lpala@spring-ford.net
Jen Brown	Parent	Spring-Ford Area SD	jbrow@spring-ford.net
Kathy Morris	Parent	Spring-Ford Area SD	kathy.majewski@gmail.com
Joan Clare Callo	Other	Oaks El Sch	jcall@spring-ford.net
Chasity Cooper	Building Principal	Upper Providence El Sch	chaco@spring-ford.net
Catie Gardy	Director of Curriculum	Spring-Ford Area SD	cgard@spring-ford.net
Jen Rinehimer	Other	Spring-Ford Area SD	jrine@spring-ford.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: The District met two of the six indicators for Participation Rate for Children with IEPs. Students in grades 8 and 11 demonstrated lower participation rates compared to the target percentage in both English/Language Arts and Mathematics. The planning activities include reviewing participation criteria with all special education teachers, building teams and LEAs to ensure compliance with testing participation guidelines. ELA Grade 8: 91.6% (target 95%) ELA Grade 11: 61.1% (target 95%) Math Grade 8: 91.6% (target 95%) Math Grade 11: 81.3% (target 95%)

3D: The District met one of the six indicators for Gap in Proficiency Rates for IEP students in the areas of English/Language Arts and Math. The planning activities include using data to drive decisions for math and reading interventions. Special education and general education teachers will receive professional development on differentiated instruction and universal design for learning. ELA Grade 4: 39.9% (target 32.3%) ELA Grade 8: 39.6% (target 35.8%) Math Grade 4: 27.3% (target 21.0%) Math Grade 8: 32.7% (target 17.5%) Math Grade 11: 61.1% (target 40.8%)

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
For this indicator, the District was 61.6% in the 80% or more category, however, narrowly missed the SPP target of 62.36%.	Professional Development for general education teachers to include resources and tools for inclusive practices. Explore co-teaching opportunities at the elementary level. Inclusive Practices Training for administrators. Team review of IEP percentage data quarterly

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

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**
ChildFirst Services, Inc. - Meridian	Group Home		District	6

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

   The Spring-Ford Area School District diligently endeavors to locate, identify, and assess students who may possess exceptional abilities or needs for 1306 Placements via the Child Find process. This ongoing procedure ensures that information about evaluations and Individualized Education Program (IEP) processes is readily available throughout the year. Various channels are utilized to inform the community about the Child Find process. Notices are published in local newspapers, posted on the District's website, and details are available at the District Office, including contact information for students who may require evaluation to determine eligibility for special education services. Collaboration with Intermediate Units ensures that the public is informed about Child Find requirements through their respective websites and newspaper announcements on behalf of the District.

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

   To ensure a seamless transition, when a residential facility indicates that a student will be discharged, the host school district is typically informed. The SFASD will then engage in communication and coordination with the host school district to prepare for the student's release from the facility. Typically, both the host district and the student's district of residence receive a two-week notification. A collaborative meeting is arranged to decide whether the student will return home or move to another residential facility or district. If the decision is for the student to return to the district, all aspects related to Free Appropriate Public Education (FAPE) will be taken into account, and a meeting will be scheduled accordingly.

Incarcerated Students Oversight

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

    No

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

Least Restrictive Environment

1. **Review the district's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   The Spring-Ford Area School District is dedicated to ensuring that students with disabilities have access to education alongside their non-disabled peers to the fullest extent possible. The concept of Least Restrictive Environment (LRE) is central to the educational placement considerations for special education students, as determined by the Individualized Education Program (IEP) team. The IEP team formulates present levels of educational performance, goals, and tailored instruction to facilitate meaningful progress for each student. In exploring placement options, IEP teams begin with the presumption that students with disabilities can actively engage in the general education curriculum with appropriate supplementary aids and services. The full spectrum of supplementary aids and services is thoroughly discussed before considering additional supports outside of the general education classroom.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   In line with our dedication to ensuring Least Restrictive Environment (LRE) for all students, the SFASD has adopted a co-teaching approach to educate students in grades 5 through 12. In core academic subjects such as English, math, Social Studies, and Science, students receive instruction from both a general education and a special education teacher. This model has been implemented over the past few years as part of our ongoing commitment to providing inclusive education for students with special needs alongside their peers without disabilities. Special education and general education teachers collaborate closely on lesson planning, coordination, and adapting the curriculum to meet the diverse needs of all students, thus promoting their academic success. Furthermore, students with special needs have opportunities to engage with their peers in small group settings within this model, which has demonstrated significant and positive impacts.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   The district has made significant strides in providing intensive levels of support within the general education setting. These efforts encompass several initiatives, including professional development aimed at bolstering co-teaching and differentiation, facilitated by both the Intermediate Unit and PaTTAN. Furthermore, class schedules have been adjusted to accommodate necessary supports, and there has been an increase in special education staffing to better assist students in the general education environment. Additionally, the district has undertaken concerted efforts to maintain students in their home school setting by broadening the continuum of services available within the district. Over the past five years, there has been notable expansion in various programs and services, including the autistic support program, the establishment of two full-time emotional support classes, the introduction of a virtual academy, the enlargement of work opportunities within the local community, and the hiring of an additional behavior specialist to support students. Technology has also played a pivotal role in supporting students within the general education environment. The introduction of laptop

carts, iPads, Google Chromebooks, as well as the utilization of text-to-speech and speech-to-text applications, has empowered students to be more independent in their general education pursuits.

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

   In our district, all non-academic and extracurricular activities are inclusive and open to students with disabilities. If necessary, supplemental aids and services are provided to facilitate their participation, as determined by the IEP team. Peer mentors are often available during extracurricular activities to enhance social skills and foster leadership among same-age peers. Accommodations, adaptations, and modifications are implemented as needed to ensure the inclusion of students with disabilities in these activities. However, it's important to note that in the case of extracurricular activities, alterations or modifications may be limited if they fundamentally change the nature of the activity. For instance, modifications that would require exemption from or alteration of essential rules of interscholastic competition, as defined by the PIAA, may not be feasible.

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

   In our district, all students with disabilities have access to participate in both academic and extracurricular activities. If necessary, additional aids and services are provided to support their involvement as determined by the IEP team. Moreover, peer mentors are frequently available during extracurricular events to enhance social skills and foster leadership among their peers of the same age. We strive to make accommodations, adaptations, and modifications to these activities whenever possible to ensure inclusivity. However, it's important to note that in certain cases, particularly with extracurricular activities, modifications that significantly alter the core essence of the activity may not be feasible. For example, changes that would require exemptions or alterations to essential rules of interscholastic competition, as outlined by the PIAA, may be restricted.

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)**

   According to the Penn Data from the 2021-22 School Year, the District fell short of meeting the target percentage in two areas: achieving an LRE of 80% or more in general education and in education in Other Settings. However, based on the latest data, the District did reach the target for Other Settings, showing a significant decrease from 5% to 2.1%. Moreover, the percentage of students placed in general education for over 80% of the day has increased by 1.3%, aligning more closely with the state average. Nevertheless, this percentage still slightly misses the target of 62%. These findings underscore the ongoing dedication of the District to providing education within the least restrictive environment, both within the District and beyond.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Buxmont Academy	Licensed Private Academic		Buxmont Academy	Learning Support	4
The Camphill School	Approved Private School (APS)		Camphill School	Life Skills Support	5
Capstone Academy	Licensed Private Academic		Capstone Academy	Autistic Support	3
Chester County Intermediate Unit	Other	Intermediate Unit	Chester County Intermediate Unit	Autistic Support	2
Cottage Seven	Licensed Private Academic		Cottage Seven	Emotional Support	1
Devereux School	Approved Private School (APS)		Devereux Foundation	Emotional Support	3
Easter Seals	Approved Private School (APS)	Intermediate Unit	Easter Seals	Multiple Disabilities Support	1
Explorations	Other	Intermediate Unit	Montgomery County Intermediate Unit	Emotional Support	5
Fairwold Academy	Approved Private School (APS)		Fairwold Academy	Emotional Support	1
Lakeside School/Vantage	Licensed Private Academic		Lakeside School	Emotional Support	9
Lifeworks School	Licensed Private Academic		Lifeworks School	Emotional Support	3
Montgomery County	Other	Intermediate	Montgomery County	Deaf and Hard of	7

Intermediate Unit		Unit	Intermediate Unit	Hearing Support	
Montgomery County Intermediate Unit	Other	Intermediate Unit	Montgomery County Intermediate Unit	Multiple Disabilities Support	2
Montgomery County Intermediate Unit	Other	Intermediate Unit	Montgomery County Intermediate Unit	Emotional Support	1
Melmark	Approved Private School (APS)		Melmark	Life Skills Support	2
Milagre	Licensed Private Academic		Milagre	Autistic Support	3
TLC Leadership Academy	Licensed Private Academic		The Lincoln Center	Emotional Support	1`
Overbrook School For the Blind	Approved Private School (APS)	Intermediate Unit	Overbrook School For the Blind	Blind and Visually Impaired Support	1
PA School for the Deaf	Approved Private School (APS)	Intermediate Unit	PA School for the Deaf	Deaf and Hard of Hearing Support	1
PAAL	Licensed Private Academic		PAAL	Autistic Support	1
Pathway School	Approved Private School (APS)		Pathway School	Autistic Support	3
Timothy School	Approved Private School (APS)		Timothy School	Autistic Support	4
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	8
The Woods School	Approved Private School (APS)		Woods Services	Autistic Support	1

Positive Behavior Support

Date of Approval

2022-03-08

Uploaded Files

- Policy 113.2 Behavior Support.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   The Spring-Ford Area School District has recently updated its policy on behavior supports to align with the language and procedures outlined in IDEIA and State regulations. The Local Education Agency (LEA) representative oversees the implementation of the district's policy to ensure compliance with IDEA and Chapter 14. Our behavior support programs are grounded in positive behavior support measures, which encompass a range of techniques aimed at fostering the development and maintenance of skills that enhance each student's learning opportunities and self-fulfillment. Interventions chosen for individual students are personalized and aim to be the least intrusive necessary. We prioritize teaching positive, age-appropriate replacement or alternate behaviors. Additionally, the district has established protocols to ensure that if passive restraint becomes necessary to safeguard the safety of students and staff, strict guidelines are adhered to in order to protect all parties involved. Each building and relevant program has a team of staff trained in Crisis Prevention Intervention (CPI) techniques to effectively de-escalate aggressive behaviors, with ongoing certification maintenance. To enhance our behavioral health services, the district has expanded by hiring an additional behavior specialist who provides training, consultation, and direct intervention. We also utilize behavior support services through the MCIU. Within the district, there is a behavior specialist assigned to grades K-6 and another for grades 7-12. These specialists, certified in Applied Behavior Analysis (ABA), have conducted training sessions for paraprofessionals in ABA strategies, provided guidance to special education teachers on developing positive behavior support plans, and assisted psychologists in conducting Functional Behavioral Assessments. At the secondary level, the behavior specialist also collaborates in running counseling groups for students in itinerant emotional support programs.

2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**
   The district has significantly expanded its behavioral and mental health services through various initiatives. All secondary, administrative, and counseling staff have undergone QPR training (Question, Persuade, Refer) to equip them with preventative strategies for mental health issues. Additionally, trauma awareness training has been provided to all staff, with the opportunity to participate in

Youth Mental Health First Aid sessions facilitated by MCIU. An intensive trauma awareness program has been offered to counselors, nurses, psychologists, and administrators. To further support students, the district has partnered with the Lakeside Educational Network to provide licensed student support counselors who offer group and individual counseling to students with IEPs and those experiencing crises. Recent additions of school counselors at the elementary level have enhanced support for students in that age group. A proactive approach is taken by district leadership to address issues such as anxiety, anger, and depression that may impact behavior, with counseling—both short and long-term—considered and implemented as necessary. Mental health-related goals are incorporated into Individualized Education Programs (IEPs) where appropriate. Furthermore, a dedicated counselor is assigned to support the two full-time emotional support programs at the middle school level, providing daily group counseling services. At the high school level, students in need of emotional support receive daily coaching from emotional support teachers, as well as regular group and individual counseling sessions. Counselors are available to support students across all programs whenever behavioral or mental health issues affect their educational or social well-being.

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

   In a more informal setting, each school in the District has established a school-wide positive behavior approach as part of our social-emotional learning initiative. Furthermore, every building has access to a range of resources aimed at promoting positive behaviors throughout the school. School counselors play a key role in delivering social-emotional learning (SEL) lessons to all students across the district. Additionally, contracted services are utilized to provide direct support to small groups and individuals within each building. Looking ahead, planning for Multi-systems Tiered Systems of Support (MTSS) in the areas of behavior and school-wide positive support programs is set to commence in the Fall of 2024.

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

   School Board Policy XXX outlines the school district's Student Assistance Program (SAP), which is a systematic approach employing effective and accountable professional techniques and personnel to leverage school resources and eliminate barriers to learning. The District has established a SAP referral process as the means for planning and implementing in-school supports for students. Spring-Ford also collaborates with external agencies to offer in-school counseling services. Lakeside, a contracted agency, provides counseling to students either individually or in small groups based on their needs. Furthermore, the District employs one school social worker and engages one contracted social worker to connect families and students in the community with mental health and social services resources.

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

   The District conducts annual training for special education teachers, paraprofessionals, counselors, and other staff members in Safety Cares and Crisis Prevention Intervention (CPI) certifications/recertification. Each school building has trained personnel on site to provide support to staff in the event of a crisis. Restraints are considered the last resort when all other interventions have been

exhausted. In the event a student requires restraint, they are immediately sent to the nurse for examination. Parents are promptly notified and invited to participate in an Individualized Education Program (IEP) meeting within 10 days. Additionally, all restraint incidents are thoroughly documented and reported to the Department of Education.

Intensive Interagency

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

The District does not currently have any areas of concern regarding students placed in Instruction Conducted in the Home or those at substantial risk of waiting more than 30 days for an appropriate educational placement. Presently, there are no students in our district receiving Instruction Conducted in the Home. In instances where our district encounters challenges in ensuring Free and Appropriate Public Education (FAPE) for an individual student or a specific disability category, we collaborate with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalization programs, or Intermediate Units to explore potential programming options for the student. With parental consent, a referral is made to any program deemed suitable. An intake meeting is scheduled to review progress, records, provide an overview of the program, and develop a new Individualized Education Program (IEP). Both the parent and student visit the potential program, accompanied by school district personnel. If a re-evaluation is necessary to access services and programs promptly, it is provided.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS Speech	Secondary	Full-time (1.0)	03/15/2024 11:41 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.03

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 15
Age Range Justification		**FTE %**
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS33	Secondary	Full-time (1.0)	04/24/2024 03:00 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**

	0.15

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

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS32	Secondary	Full-time (1.0)	03/15/2024 08:22 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.1

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

SFHS31	Secondary	Full-time (1.0)	03/15/2024 08:21 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.14

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

Building Name

Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.1

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SFHS30	Secondary	Full-time (1.0)	03/15/2024 08:10 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS29	Secondary	Full-time (1.0)	03/15/2024 08:09 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 19
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.2

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

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

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 4	Elementary	Full-time (1.0)	02/26/2024 03:14 PM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.18

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

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HEARING 1	Multiple	Full-time (1.0)	02/26/2024 03:02 PM

Building Name		
Spring-Ford Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is an itinerant hearing caseload. Students are not seen at the same time.		0.12

Building Name
Spring-Ford Intrmd Sch 5th/6th

Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

Age Range Justification		FTE %
		0.08

Building Name	
Spring-Ford MS 8th Grade Ctr	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification		FTE %
		0.02

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cyber 1	Multiple	Full-time (1.0)	03/15/2024 11:27 AM

Building Name		
Spring-Ford Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.02

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

Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	15 to 18
Age Range Justification		**FTE %**
		0.02

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	15 to 18
Age Range Justification		**FTE %**
		0.18

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	17 to 18
Age Range Justification		**FTE %**
		0.08

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 14
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 14
Age Range Justification		**FTE %**
		0.02

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

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 14
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 27	Elementary	Full-time (1.0)	02/14/2024 11:07 AM

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

Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 26	Elementary	Full-time (1.0)	02/14/2024 11:09 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.04

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

Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.25

Building Name	
Spring-Ford Intrmd Sch 5th/6th	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 9	Elementary	Full-time (1.0)	02/13/2024 02:53 PM

Building Name	
Upper Providence El Sch	
Support Type	

Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support	**Case Load**
Itinerant (20% or Less)	10

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9

Age Range Justification	**FTE %**
Itinerant caseload - students seen at different times	0.83

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

Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7

Age Range Justification	**FTE %**
	0.02

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

Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1

Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 7	Elementary	Full-time (1.0)	02/13/2024 02:56 PM

Building Name		
Royersford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.5

Building Name	
Royersford El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 6	Elementary	Full-time (1.0)	02/13/2024 12:36 PM

Building Name		
Royersford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.75

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

Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 9	Elementary	Full-time (1.0)	02/13/2024 09:40 AM

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

Building Name
Evans El Sch
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades K-6)

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 1	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.18

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

Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11

Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCE 1	Elementary	Full-time (1.0)	02/12/2024 02:58 PM

Building Name	
Spring City El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	2

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8

Age Range Justification		**FTE %**
		0.04

Building Name	
Spring City El Sch	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 2	Elementary	Full-time (1.0)	02/12/2024 03:57 PM

Building Name		
Brooke El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.1

Building Name
Brooke El Sch
Support Type

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS19	Secondary	Full-time (1.0)	03/15/2024 07:12 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 2	Elementary	Full-time (1.0)	02/13/2024 10:23 AM

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.12

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 4	Secondary	Full-time (1.0)	02/16/2024 10:25 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 8	Secondary	Full-time (1.0)	02/16/2024 10:46 AM

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

Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	7

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.14

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.3

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

Building Name
Evans El Sch

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 12	Elementary	Full-time (1.0)	02/14/2024 10:18 AM

Building Name

Spring-Ford Intrmd Sch 5th/6th		
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%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.05

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

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

Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.12

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS16	Secondary	Full-time (1.0)	03/15/2024 07:12 AM

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 7	Secondary	Full-time (1.0)	02/18/2024 04:31 PM

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

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 6	Secondary	Full-time (1.0)	02/16/2024 10:40 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.45

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

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.06

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 4	Secondary	Full-time (1.0)	02/18/2024 04:49 PM

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

Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 10	Secondary	Full-time (1.0)	02/18/2024 05:02 PM

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

Building Name
Spring-Ford SHS 9-12 Ctr

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 23	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

Building Name

Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS10	Secondary	Full-time (1.0)	03/15/2024 07:14 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		46
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 4	Elementary	Full-time (1.0)	02/13/2024 09:55 AM

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.5

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**

	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 7	Secondary	Full-time (1.0)	02/18/2024 04:56 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 9	Elementary	Full-time (1.0)	02/14/2024 10:26 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.14

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 5	Elementary	Full-time (1.0)	02/13/2024 12:51 PM

Building Name		
Upper Providence El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.25

Building Name	
Upper Providence El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Full-Time (80% or More)	3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 8	Elementary	Full-time (1.0)	02/13/2024 12:44 PM

Building Name		
Upper Providence El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS13	Secondary	Full-time (1.0)	03/15/2024 07:16 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.18

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 4	Secondary	Full-time (1.0)	02/18/2024 04:25 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.12

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

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 1	Secondary	Full-time (1.0)	02/18/2024 04:19 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.05

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

Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS07	Secondary	Full-time (1.0)	03/15/2024 07:17 AM

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

Building Name	
Spring-Ford SHS 9-12 Ctr	

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 8	Elementary	Full-time (1.0)	02/13/2024 12:53 PM

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.04

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 4	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.5

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**

	0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 11	Secondary	Full-time (1.0)	02/16/2024 10:56 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.62

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 7	Secondary	Full-time (1.0)	02/16/2024 10:43 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.08

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

School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SLP 6	Elementary	Full-time (1.0)	02/13/2024 10:54 AM

Building Name	
Royersford El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	16

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 4	Elementary	Full-time (1.0)	02/13/2024 12:02 PM

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.06

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

Supplemental (Less Than 80% but More Than 20%)	4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 17	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 2	Elementary	Full-time (1.0)	02/13/2024 01:17 PM

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.02

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

Building Name
Upper Providence El Sch
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS21	Secondary	Full-time (1.0)	03/15/2024 07:20 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 22
Age Range Justification		**FTE %**
		0.1

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

Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.1

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 6	Elementary	Full-time (1.0)	02/13/2024 09:07 AM

Building Name
Evans El Sch

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.15

Building Name		
Evans El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS04	Secondary	Full-time (1.0)	03/15/2024 08:26 AM

Building Name

Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	41

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS27	Secondary	Full-time (1.0)	03/15/2024 07:23 AM

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	6

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.12

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 9	Secondary	Full-time (1.0)	02/18/2024 04:35 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.12

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

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 15	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 3	Elementary	Full-time (1.0)	02/13/2024 09:25 AM

Building Name	
Evans El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Itinerant students seen at different times		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 1	Elementary	Full-time (1.0)	02/13/2024 12:12 PM

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

Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.06

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5/6GC 20	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.16

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 1	Secondary	Full-time (1.0)	02/18/2024 04:43 PM

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

Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.18

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LES 1	Elementary	Full-time (1.0)	02/13/2024 09:57 AM

Building Name
Limerick El Sch
Support Type
Autistic Support

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

Building Name		
Limerick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS24	Secondary	Full-time (1.0)	03/15/2024 07:25 AM

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

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.33

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 19
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS01	Secondary	Full-time (1.0)	03/15/2024 08:26 AM

Building Name
Spring-Ford SHS 9-12 Ctr

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.02

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.25

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 6	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.14

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

Supplemental (Less Than 80% but More Than 20%)	3	
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5/6GC 11	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.12

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS12	Secondary	Full-time (1.0)	03/15/2024 07:34 AM

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

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

Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 12	Secondary	Full-time (1.0)	02/18/2024 05:06 PM

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES/OES	Elementary	Full-time (1.0)	02/13/2024 10:50 AM

Building Name		
Brooke El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.17

Building Name		
Brooke 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 7
Age Range Justification		**FTE %**
		0.06

Building Name
Brooke El Sch

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.02

Building Name		
Oaks El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.42

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS15	Secondary	Full-time (1.0)	03/15/2024 07:35 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

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

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 4	Elementary	Full-time (1.0)	02/13/2024 10:26 AM

Building Name		
Oaks 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 7
Age Range Justification		**FTE %**
		0.06

Building Name
Oaks 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 7
Age Range Justification		**FTE %**
		0.33

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.2

Building Name		
Oaks El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 5	Secondary	Full-time (1.0)	02/16/2024 10:34 AM

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

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**

	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 9	Secondary	Full-time (1.0)	02/18/2024 05:00 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.18

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 8	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

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

School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 5	Secondary	Full-time (1.0)	02/18/2024 04:27 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.3

Building Name	
Spring-Ford MS 8th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.06

Building Name	
Spring-Ford MS 8th Grade Ctr	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 1	Elementary	Full-time (1.0)	02/13/2024 08:16 AM

Building Name	
Brooke El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)	10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.5

Building Name		
Brooke El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS18	Secondary	Full-time (1.0)	03/15/2024 07:37 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 1	Elementary	Full-time (1.0)	02/13/2024 10:35 AM

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.14

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

Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	8

Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 3	Secondary	Full-time (1.0)	02/16/2024 10:23 AM

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	3

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.15

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

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 6	Secondary	Full-time (1.0)	02/18/2024 04:54 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.02

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

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.15

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

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

Building Name
Upper Providence El Sch

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 3	Secondary	Full-time (1.0)	02/18/2024 04:22 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.1

Building Name

Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 13	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.15

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 25	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.12

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 6	Elementary	Full-time (1.0)	02/13/2024 10:00 AM

Building Name		
Limerick 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 10
Age Range Justification		**FTE %**

	0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 19	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12

Age Range Justification	FTE %
	0.06

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

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

114

SFHS06	Secondary	Full-time (1.0)	03/15/2024 07:38 AM

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

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.2

Building Name

115

Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 7	Elementary	Full-time (1.0)	02/13/2024 01:53 PM

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.04

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 8	Elementary	Full-time (1.0)	02/13/2024 09:47 AM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 3	Elementary	Full-time (1.0)	02/14/2024 09:46 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**

	0.35

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 10	Secondary	Full-time (1.0)	02/16/2024 10:53 AM

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

Age Range Justification	FTE %
	0.1

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 3	Secondary	Full-time (1.0)	02/18/2024 04:48 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.02

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

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 3	Elementary	Full-time (1.0)	02/13/2024 12:15 PM

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.55

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 22	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.14

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**

	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS09	Secondary	Full-time (1.0)	03/15/2024 07:40 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.16

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

Age Range Justification	FTE %
Post 12th grade students who are out on work study programs	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS26	Secondary	Full-time (1.0)	04/24/2024 03:03 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.02

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 3	Elementary	Full-time (1.0)	02/13/2024 10:03 AM

Building Name	
Limerick El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 9	Secondary	Full-time (1.0)	02/16/2024 10:48 AM

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

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 14	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 2	Elementary	Full-time (1.0)	02/13/2024 09:30 AM

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

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

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS17	Secondary	Full-time (1.0)	03/15/2024 07:45 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.5

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

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS23	Secondary	Full-time (1.0)	03/15/2024 07:46 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.25

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

Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	**Case Load**
Itinerant (20% or Less)	6

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18

Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 11	Secondary	Full-time (1.0)	02/18/2024 04:39 PM

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

Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15

Age Range Justification		**FTE %**
		0.1

Building Name
Spring-Ford MS 8th Grade Ctr

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 10	Elementary	Full-time (1.0)	02/14/2024 09:47 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.35

Building Name

Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 16	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCE 2	Elementary	Full-time (1.0)	02/12/2024 03:17 PM

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

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

	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 1	Elementary	Full-time (1.0)	02/13/2024 02:11 PM

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.02

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9

Age Range Justification	FTE %
	0.33

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BES 3	Elementary	Full-time (1.0)	02/12/2024 03:55 PM

Building Name		
Brooke El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.4

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SFHS20	Secondary	Full-time (1.0)	03/15/2024 07:47 AM

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 5	Elementary	Full-time (1.0)	02/13/2024 10:40 AM

Building Name	
Evans El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.2

Building Name		
Evans El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SFHS03	Secondary	Full-time (1.0)	03/15/2024 07:49 AM

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.25

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 8	Secondary	Full-time (1.0)	02/18/2024 04:33 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**

	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 8	Secondary	Full-time (1.0)	02/18/2024 04:57 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.2

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

Age Range Justification	FTE %
	0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 3	Elementary	Full-time (1.0)	02/13/2024 09:46 AM

Building Name		
Limerick El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 7	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name

Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 14	Secondary	Full-time (1.0)	02/16/2024 11:02 AM

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS14	Secondary	Full-time (1.0)	03/15/2024 07:51 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	19 to 20
Age Range Justification		**FTE %**
		0.12

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.25

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 2	Elementary	Full-time (1.0)	02/13/2024 09:37 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 2	Secondary	Full-time (1.0)	02/18/2024 04:21 PM

Building Name	
Spring-Ford MS 8th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 7	Elementary	Full-time (1.0)	02/13/2024 12:29 PM

Building Name		
Spring City El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.06

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

Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 2	Secondary	Full-time (1.0)	02/16/2024 10:20 AM

Building Name	
Spring-Ford MS 7th Grade Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	13

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 5	Elementary	Full-time (1.0)	02/14/2024 09:42 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.06

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.2

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

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 1	Elementary	Full-time (1.0)	02/13/2024 09:42 AM

Building Name		
Brooke El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
This is a speech caseload. Groups of students do not exceed three grade levels at any time.		0.23

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

SFHS11	Secondary	Full-time (1.0)	04/24/2024 03:03 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.12

Building Name

Spring-Ford SHS 9-12 Ctr		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	20 to 22
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 11	Secondary	Full-time (1.0)	02/18/2024 05:04 PM

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

154

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 24	Elementary	Full-time (1.0)	02/14/2024 10:00 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.3

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OES 3	Elementary	Full-time (1.0)	02/13/2024 10:37 AM

Building Name		
Oaks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**

	0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 5	Elementary	Full-time (1.0)	02/13/2024 10:06 AM

Building Name		
Limerick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8

Age Range Justification	FTE %
	0.1

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

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

Building Name
Limerick El Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8GC 6	Secondary	Full-time (1.0)	02/18/2024 04:29 PM

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

Building Name

Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 2	Elementary	Full-time (1.0)	02/14/2024 10:00 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.08

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 2	Secondary	Full-time (1.0)	02/18/2024 04:45 PM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 15
Age Range Justification		**FTE %**
		0.1

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 13	Elementary	Full-time (1.0)	02/14/2024 10:16 AM

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 4	Elementary	Full-time (1.0)	02/13/2024 09:34 AM

Building Name	
Evans El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.02

Building Name		
Evans El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 2	Elementary	Full-time (1.0)	02/13/2024 12:19 PM

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

Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.16

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5/6GC 21	Elementary	Full-time (1.0)	02/14/2024 10:16 AM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS08	Secondary	Full-time (1.0)	03/15/2024 07:53 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LES 2	Elementary	Full-time (1.0)	02/13/2024 10:09 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS02	Secondary	Full-time (1.0)	03/15/2024 07:56 AM

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.05

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.33

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS25	Secondary	Full-time (1.0)	03/15/2024 08:26 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		44
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9GC 5	Secondary	Full-time (1.0)	02/18/2024 04:52 PM

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.15

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

Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5/6GC 18	Elementary	Full-time (1.0)	02/14/2024 10:06 AM

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

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.04

Building Name		
Spring-Ford Intrmd Sch 5th/6th		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
UPE 3	Elementary	Full-time (1.0)	02/13/2024 02:14 PM

Building Name
Upper Providence El Sch
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.16

Building Name		
Upper Providence El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.05

Building Name		
Upper Providence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7GC 12	Secondary	Full-time (1.0)	02/16/2024 10:58 AM

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

Building Name		
Spring-Ford MS 7th Grade Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS22	Secondary	Full-time (1.0)	03/15/2024 07:59 AM

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.38

Building Name	
Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 21
Age Range Justification		**FTE %**
		0.04

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	19 to 20
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS05	Secondary	Full-time (1.0)	03/15/2024 08:00 AM

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

Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.14

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.02

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UPE 6	Elementary	Full-time (1.0)	02/13/2024 02:17 PM

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

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

	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RES 5	Elementary	Full-time (1.0)	02/13/2024 12:26 PM

Building Name		
Royersford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EES 7	Elementary	Full-time (1.0)	02/13/2024 09:35 AM

Building Name
Evans El Sch

Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification	**FTE %**
	0.12

Building Name		
Evans El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFHS28	Secondary	Full-time (1.0)	03/15/2024 08:02 AM

Building Name

Spring-Ford SHS 9-12 Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	5

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.25

Building Name		
Spring-Ford SHS 9-12 Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.04

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
8GC 10	Secondary	Full-time (1.0)	02/18/2024 04:37 PM

Building Name		
Spring-Ford MS 8th Grade Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.35

Special Education Facilities

Building Name		Room #
Spring-Ford SHS 9-12 Ctr		206
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 34 feet, 0 inches	680sqft	24
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

1Assurance Check

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

Building Name		Room #
Upper Providence El Sch		243
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		

2022-03-14

Uploaded Files

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.		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	

Building Name		Room #
Spring-Ford SHS 9-12 Ctr		9GC 204
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No

183

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

4Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	138
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31

Implementation Date
2022-03-31

Uploaded Files
Classroom Maps 5-6.pdf

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located 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.		No
The class is composed of at least 28 square feet per student	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name	Room #
Limerick El Sch	309
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 6 inches	816sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

6Assurance Check

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

Building Name		Room #
Spring-Ford MS 7th Grade Ctr		E207
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

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

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

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

Building Name		Room #
Royersford El Sch		11
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 7 inches x 28 feet, 0 inches	744sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		
RES - Special Education Map.pdf		

9Assurance Check

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

Building Name	Room #
Spring-Ford MS 8th Grade Ctr	212
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 28 feet, 0 inches	560sqft	20
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

10Assurance Check

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

Building Name		Room #	
Spring-Ford Intrmd Sch 5th/6th		131	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31	
Implementation Date			
2022-03-08			
Uploaded Files			

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.		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	

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

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Oaks El Sch		17
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, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

13Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	217
School Building	**Building Description**
	A building in which general education programs are operated

191

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise 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.		No
The class is readily accessible	Yes	

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

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Evans El Sch		107
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

16Assurance Check

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

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

17Assurance Check

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

Building Name	Room #
Limerick El Sch	105
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

18Assurance Check

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

Building Name		Room #
Spring-Ford MS 8th Grade Ctr		212
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 28 feet, 0 inches	560sqft	20
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

195

19Assurance Check

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

Building Name		Room #	
Spring-Ford MS 7th Grade Ctr		E272	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31	
Implementation Date			
2022-03-31			
Uploaded Files			
Building Maps 7,8,9.pdf			

20Assurance Check

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

Building Name	Room #
Spring-Ford MS 7th Grade Ctr	E105
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31

Implementation Date
2021-10-22

Uploaded Files
Building Maps 7,8,9.pdf

21Assurance Check

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

Building Name	Room #
Oaks El Sch	5
School Building	**Building Description**
	A building in which general education programs are operated

197

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2022-03-14		
Uploaded Files		
Oaks Floor plan.pdf		

22Assurance Check

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

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

23Assurance Check

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

Building Name		Room #	
Spring-Ford Intrmd Sch 5th/6th		147	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31	
Implementation Date			
2022-03-31			
Uploaded Files			
Classroom Maps 5-6.pdf			

24Assurance Check

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

Building Name		Room #
Evans El Sch		113
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

25Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	207
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

26Assurance Check

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

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

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th		249
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford SHS 9-12 Ctr		9GC 200
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

29Assurance Check

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

Building Name	Room #
Evans El Sch	221
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Upper Providence El Sch	104
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford MS 8th Grade Ctr		110
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 27 feet, 0 inches	648sqft	23
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Brooke El Sch		406
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 30 feet, 6 inches	793sqft	28
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

33Assurance Check

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

Building Name	Room #
Spring-Ford MS 8th Grade Ctr	314
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 0 inches	405sqft	14
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E241
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Oaks El Sch		102
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-03-14		
Uploaded Files		
Oaks Floor plan.pdf		

36Assurance Check

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

Building Name		Room #
Spring-Ford MS 7th Grade Ctr		E165
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

37Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	174
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, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E281
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 26 feet, 0 inches	338sqft	12
Implementation Date		
2022-04-01		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford SHS 9-12 Ctr		289
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th		208
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th	276
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, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E280
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 26 feet, 0 inches	338sqft	12
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford SHS 9-12 Ctr		193	
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, 6 inches x 34 feet, 0 inches	1139sqft	40	
Implementation Date			
2022-03-31			
Uploaded Files			
SFAHS Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Upper Providence El Sch		116	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32	
Implementation Date			
2022-03-14			
Uploaded Files			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**	
Spring-Ford SHS 9-12 Ctr		9GC 114	
School Building		**Building Description**	
		A building in which general education programs are operated	

215

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Upper Providence El Sch		112
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Limerick El Sch		405	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 30 feet, 6 inches	793sqft	28	
Implementation Date			
2022-03-14			
Uploaded Files			
Limerick Map 21-22 with Spec.Ed classes.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr		110
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 27 feet, 0 inches	648sqft	23
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

49Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	179
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Brooke 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**
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford MS 7th Grade Ctr		E258
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 41 feet, 0 inches	1045sqft	37
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Royersford El Sch	31
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, 0 inches x 13 feet, 4 inches	160sqft	5

Implementation Date
2022-03-31

Uploaded Files

53Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford SHS 9-12 Ctr	267
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 34 feet, 0 inches	680sqft	24
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th	239
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford SHS 9-12 Ctr		127	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28	
Implementation Date			
2022-03-31			
Uploaded Files			
SFAHS Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Upper Providence 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, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

x

57Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Evans El Sch	213
School Building	**Building Description**
	A building in which general education programs are operated

x

x

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr		210
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
15 feet, 0 inches x 28 feet, 0 inches	420sqft	15
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

225

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**	
Evans El Sch		222	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32	
Implementation Date			
2022-03-14			
Uploaded Files			
Evans Classroom Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E141
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

61Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	201
School Building	**Building Description**
	A building in which general education programs are operated

227

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th	153
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford SHS 9-12 Ctr		291
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr	E277
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31

Implementation Date
2021-10-22

Uploaded Files
Building Maps 7,8,9.pdf

65Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford SHS 9-12 Ctr	185
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

66Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Upper Providence El Sch		124
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		

231

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford SHS 9-12 Ctr		9GC 202	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22	
Implementation Date			
2021-10-22			
Uploaded Files			
Building Maps 7,8,9.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Evans El Sch		219
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map.pdf		

69Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Brooke El Sch	24
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

70Assurance Check

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

Building Name		Room #
Spring City El Sch		2
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Spring City Building Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford Intrmd Sch 5th/6th		139
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

72Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Limerick El Sch		201
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-03-14		
Uploaded Files		
Limerick Map 21-22 with Spec.Ed classes.pdf		

73Assurance Check

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

Building Name	Room #
Spring-Ford MS 8th Grade Ctr	318
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th		177
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford SHS 9-12 Ctr		186	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
34 feet, 0 inches x 34 feet, 0 inches	1156sqft	41	
Implementation Date			
2022-03-31			
Uploaded Files			
SFAHS Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr		223
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

77Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th	132
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-08		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Royersford El Sch		12
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 26 feet, 7 inches	478sqft	17
Implementation Date		
2022-03-14		
Uploaded Files		
RES - Special Education Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford Intrmd Sch 5th/6th		210
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E108
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 26 feet, 0 inches	338sqft	12
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

81Assurance Check

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

Building Name	Room #
Upper Providence El Sch	100
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 29 feet, 0 inches	739sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th		278
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, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford MS 7th Grade Ctr		E279	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31	
Implementation Date			
2022-03-31			
Uploaded Files			
Building Maps 7,8,9.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Evans El Sch		121
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

85Assurance Check

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

Building Name	Room #
Spring-Ford SHS 9-12 Ctr	9GC 413
School Building	**Building Description**
	A building in which general education programs are operated

245

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

86Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Brooke El Sch		14
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-14		
Uploaded Files		
Brooke Building Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring City El Sch		3	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29	
Implementation Date			
2022-03-14			
Uploaded Files			
Spring City Building Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th		141
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 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr	112
School Building	**Building Description**
	A building in which general education programs are operated

248

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

90Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Limerick El Sch		312	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 35 feet, 6 inches	923sqft	32	
Implementation Date			
2022-03-14			
Uploaded Files			
Limerick Map 21-22 with Spec.Ed classes.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Spring-Ford Intrmd Sch 5th/6th		178
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr		116
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, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-03-31		
Uploaded Files		
Building Maps 7,8,9.pdf		

93Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr	314B
School Building	**Building Description**
	A building in which general education programs are operated

251

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 0 inches	405sqft	14
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Royersford El Sch		14
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 7 inches x 28 feet, 0 inches	744sqft	26
Implementation Date		
2022-03-14		
Uploaded Files		
RES - Special Education Map.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Brooke El Sch		9	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29	
Implementation Date			
2022-03-14			
Uploaded Files			
Brooke Building Map.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford SHS 9-12 Ctr		293
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

97Assurance Check

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

Building Name	Room #
Spring-Ford Intrmd Sch 5th/6th	248
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #	
Spring-Ford MS 7th Grade Ctr		E241	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31	
Implementation Date			
2021-10-22			
Uploaded Files			
Building Maps 7,8,9.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**
Evans El Sch		205
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 35 feet, 6 inches	905sqft	32
Implementation Date		
2022-03-14		
Uploaded Files		
Evans Classroom Map floor 1.pdf		

100Assurance Check

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

Building Name		Room #
Upper Providence El Sch		102
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 40 feet, 0 inches	1020sqft	36
Implementation Date		
2022-03-14		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford Intrmd Sch 5th/6th	134
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
Classroom Maps 5-6.pdf		

102Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 7th Grade Ctr		E151
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 6 inches x 34 feet, 6 inches	879sqft	31
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**	
Oaks El Sch		107	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27	
Implementation Date			
2022-03-14			
Uploaded Files			
Oaks Floor plan.pdf			

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford SHS 9-12 Ctr		287
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-03-31		
Uploaded Files		
SFAHS Map.pdf		

105Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Spring-Ford MS 8th Grade Ctr	200
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2021-10-22		
Uploaded Files		
Building Maps 7,8,9.pdf		

106Assurance Check

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

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

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #**	
Spring-Ford SHS 9-12 Ctr		114	
School Building		**Building Description**	
		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
19 feet, 0 inches x 34 feet, 0 inches	646sqft	23	
Implementation Date			
2022-03-31			
Uploaded Files			
SFAHS Map.pdf			

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	4	District Wide	District
Behavior Specialist	4	District Wide	District
School Psychologist	11	District Wide	District
Paraprofessionals	180	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	13	Elementary	District
Guidance Counselor	12	Secondary	District
Guidance Counselor	1	District Wide	Contractor
Transition Coordinator	1	Secondary	District
Other	1	District Wide	District
Social Worker	1	District Wide	Contractor
School Psychologist	2	District Wide	Contractor
Behavior Specialist	2	District Wide	Contractor
Paraprofessionals	11	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Implementation of evidence-based practices and interventions for students with Autism Spectrum Disorder; classroom environment, instructional strategies, positive behavior interventions			
Lead Person/Position		**Year of Training**	
Special Education Department		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Instructional practices for behavior management-instructional tools and practices			
Lead Person/Position		**Year of Training**	
Special Education Department/Behavior Specialist		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Social, emotional, and behavioral interventions - Multi-Tiered System of Supports (MTSS) framework.			
Lead Person/Position		**Year of Training**	
Special Education/Curriculum Department		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
De-escalation strategies and Supporting social skill strategies			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training	
Safety Cares-Quality Behavioral Solutions to Complex Behavior Challenges	
Lead Person/Position	**Year of Training**

Special Education Supervisor	2024 2025 2026 2027		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	Paraprofessionals

Description of Training			
Structured Literacy/Sonday Overview			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Other	Paraprofessionals

Transition

Description of Training
Practical Assessment Exploration System - identify appropriate and measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and independent living

Lead Person/Position	**Year of Training**
Secondary Special Education Transition Coordinator	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Orton-Gillingham Sonday System® Programs Training			
Lead Person/Position		**Year of Training**	
Special Education Supervisor - Elementary		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District Other	Special Education Teachers

Description of Training			
Evidence-Based instructional practices teaching phonics, phonemic awareness, vocabulary, fluency, and comprehension explicitly and systematically			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Engaging Families in Transition Planning			
Lead Person/Position		**Year of Training**	
Special Education Supervisor - Secondary		2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1x/year	District	Parents Other

Description of Training			
Understanding the Process; IEPs and 504s and Parent Involvement as IEP team member			
Lead Person/Position		**Year of Training**	
Special Education Department		2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1x/year	District Intermediate Unit PaTTAN Other	Parents

Description of Training
Supporting students with Executive Functioning Skills

Lead Person/Position		Year of Training	
Special Education Department		2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1X	District	Paraprofessionals

IEP Development

Description of Training			
Using data informed decisions for IEP goal writing			
Lead Person/Position		**Year of Training**	
Special Education Department		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
Inclusive practices for students with disabilities - LRE driven decisions			
Lead Person/Position		**Year of Training**	
Special Education Department		2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District	Building Administrators

		Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

Supporting IEP Students in the General Education Setting

Description of Training			
Strategies for successful implementation of IEP supports and services in the general education setting			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District Other	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date
2024-04-22

Uploaded Files

Spec ed plan signature.pdf

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

Superintendent/Chief Executive Officer

Robert W. Rizzo

Date