Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 1515
School District Total Student Enrollment 5685
Percent of Students Receiving Special Education   26.6

Steering Committee

Name	Position/Role	Building	Email
Brenda K George	Director of Special Education	Coatesville Area SD	georgeb@casdschools.org
Rick Dunlap	Superintendent	Coatesville Area SD	dunlapr@casdschools.org
Rebecca Harlan	Board Member	Coatesville Area SD	harlanr@casdschools.org
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Jennifer Chrisman	General Education Teacher	Rainbow El Sch	chrismanj@casdschools.org
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Steve LeFever	Other	Coatesville Area SD	lefevers@casdschools.org
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Simona Sherman	Parent	Coatesville Area SHS	ssherman@ctdi.com
Eugenia Roberts	Building Principal	North Brandywine MS	robertse@casdschools.org
Kathryn Lamothe	Building Principal	Coatesville Intermediate HS	lamothek@casdschools.org
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Rachel Wick	Parent	Coatesville Area SD	rwick10@yahoo.com
Sue Lombardi	Other	Coatesville Area SD	SueL@cciu.org

School District Areas of Improvement and Planning - Indicators

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

Improvement and Planning Activity
Implementation of Progressive Discipline within the Student Code of Conduct
Implementation of Restorative Practices - beginning 2022--2023 school year
Implementation of Professional Development - Building Trauma Sensitive Schools
Implementation of MTSS - grades K-7 - 2021-2022 school year
Implementation of MTSS - grades 8-12 - 2022-2023 school year
PBIS implemented in grades K-12

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)

Improvement and Planning Activity
Complete self-assessment tool to determine areas of need and develop a schedule of professional development activities for teachers and LEAs designed to impact Indicator 13 outcomes
Present and require completion of I-13 checklist at every IEP meeting for transition age students, as well as implement a district wide plan for monitoring progress on I-13 outcomes
Create a Transition toolbox containing guiding questions, suggested activities, and age appropriate assessment tools that support IEP development over time

Graduation (Indicator 1)

Improvement and Planning Activity
Implementation of MTSS to address basic reading and math skills
Implementation of Keystone Remediation courses to improve progress towards students meeting goals
Creation of Pathways to Graduation options for students with supports to help students meet their goals
Rewriting curriculum to ensure that what we are teaching aligns with PA Academic Standards
Ongoing professional development for special education and general education teachers related to the Science of Reading, adopting supplemental resources for all students to address deficit skills, providing opportunities for students to receive academic, behavioral, and social/emotional support
In addition to students choosing to participate in the Technical Career High School, establishing partnerships with community members/organizations to provide students with hands on, paid and unpaid work-based learning opportunities - increase student engagement, help students identify skills necessary for independent living, and help with career planning and goal setting

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Improvement and Planning Activity
During the 2021-2022 school year, the district employed a family liaison to help improve communication between the school and families from our Hispanic community. Our family liaison works as a translator, interpreter, and often completes home visits to increase outreach.
The district has begun publishing a monthly newsletter to communicate district and school wide events, activities, and opportunities for parent participation
The district is currently working with PATTAN to create parent engagement opportunities for the 2022-2023 school year.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Significant Disproportionality - Placement

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
Psychological Services	School psychologists participating in school data team meetings Team reviews of student data to ensure interventions are provided with fidelity and in a timely manner Ongoing teacher training/administrator/and school psychologist training
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Significant Disproportionality - Discipline

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
District not flagged for disproportionality, but it is flagged for exceeding the threshold in all areas for total removals.	Rewriting the Student Code of Conduct and including the Progressive Discipline Matrix which includes Restorative Practices Ongoing review of district policies related to discipline Implementing procedures designed to focus on remediation and improved school behavior/student engagement rather than punishment School wide training on trauma informed approaches Increased provision of school wide academic and behavioral supports Establishing partnerships with community agencies to provide prevention and intervention programs within the school setting Administration working with school staff to find solutions that are alternatives to suspensions and/or removals from the school setting MTSS in grades 8-12 focusing on Attendance, Behavior, and Course Performance

Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Dashboard does not indicate that the district has been flagged, but it does indicate that we exceed the expected threshhold.	Implementation of MTSS across all grade levels Implementation of PBIS, mental health, and behavioral supports across all grade levels Development and implementation of data teams, assessment rubrics, benchmark assessments, academic interventions, ongoing professional development related to the provision of reading and math instruction, training using trauma informed approaches, implementation of a SEL screener in grades K-7

Non-Resident Students Oversight

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

   Yes

<table>
<tr><td colspan="5">24 P.S. §1306 facilities</td></tr>
<tr><th>Facility Name</th><th>Facility Type</th><th>Facility Type: Other</th><th>Services Provided By</th><th>Total Students in Facility</th></tr>
<tr><td>Concern Treatment Unit for Boys</td><td>Residential Setting</td><td></td><td>District</td><td>23</td></tr>
</table>

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.)
   Concern is a residential facility for adolescent males. The goal of this program is to change the mindsets and behavior patterns of the youth so that they will be able to function appropriately in society and will return to the community as healthy, productive citizens. The length of placement is determined by the specific needs of the youth. The program is flexible in that it will meet the individual needs of each student. Opportunities exist for the youth to work, educate and recreate in the community. CONCERN's residential program deals with male adolescents, ages 12-21, who have been adjudicated delinquent or dependent who present with challenging behaviors. These youth require services to address delinquent behaviors, mental health issues, abuse issues, addiction issues, vocational, educational and independence issues. The program provides daily opportunities for emotional, social, educational, and physical growth. This not only minimizes the likelihood of continued negative behavior, but also prepares the youth for responsible social living. Students who attend the Concern program have access to many of the same program options that are available to students who attend within the district. For example, if a student in the Concern program is ready to begin transitioning to programming within our local schools, the district works with the staff of the Concern program to develop a program that will best meet that student's needs. Students may also have access to programming through the CCIU with the district providing transportation to and from the Concern program.   When students enroll in the Concern program, our on-site special education teacher, Supervisor of Pupil Services and a designated Supervisor of Special Education are notified immediately and a program planning meeting is scheduled. At this meeting, which includes the special education teacher, Concern program personnel, district supervisor of pupil services, and special education supervisor, the team reviews student's previous programming and student needs to make a recommendation of how to best meet those needs. If a student is already enrolled in an Approved Private School upon their arrival at Concern, it is likely that those students will remain in that program. For those students who are not in an assigned program, the student's records are reviewed and a recommendation is made for the student to either be referred for placement or FAPE is provided within the Coatesville Area School District. An IEP meeting is scheduled with the educational decision makers and permissible family members to attend the meeting and develop an IEP that offers FAPE. The full continuum of services is considered to meet each child's need. Some students are educated in our schools with an itinerant, supplemental, or full time level or service but some may exhibit behaviors that require us to consider other educational options. If we receive students who require evaluations or are struggling in their current program, the District seeks permission from the educational decision-maker to conduct evaluations as needed to ensure that programming is appropriate and that students are receiving FAPE.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   The district employs a special education teacher who works within the Concern facility. This teacher reviews and manages IEPs to ensure that students in

the program receive FAPE including the coordination of IEP meetings and parent communications. The district home/school visitor and a Special Education supervisor also provide support to the program through monthly meetings, review of new student enrollments, and ongoing supervision of special education procedures. Coatesville Area SD staff work with Concern staff and the student's home school district to facilitate planning for a successful transition back to their home school whenever possible.

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 data for Least Restrictive Environment. Highlight areas of improvement.

    Based on our 2019-2020 State Performance Plan Targets, baseline data was reset; therefore no target measurements were performed. However, the district has moved towards ensuring that we are implementing a full continuum of services for students identified for special education. In the 2020-2021 school year, the district opened district operated Emotional Support programs for grades K-9 as well establishing a partnership with the CCIU to open an off campus Emotional Support program for students in grades 8-12. The program was established with two Coatesville Area School District teachers and was supported by mental health and behavioral staff provided by the CCIU. At the beginning of the 2021-2022 school year, we opened an Emotional Support Program at the Coatesville Area Sr High School for students in grades 10-12. We are continuing to expand our specialized classrooms to meet the needs of our students within the district to decrease the number of students who are placed outside of the district.   At the beginning of the 2020-2021 school year, the district opened Verbal Behavior/Autistic Support programs for students in grades K-7. Verbal Behavior programs were opened in Kings Highway and Caln Elementary and were established based on the needs of our incoming Early Intervention students. Staff from these programs participated in the training and consultation program provided through the PDE Autism Initiative. Through this program, ongoing data is collected to ensure the fidelity and effectiveness of programming. In addition, through our collaboration with the CCIU, each year, parents were interviewed and given the opportunity to provide feedback regarding parent satisfaction and concerns as well as the need for improvement moving forward. Some feedback that was provided was that parents felt that their students were safe and cared for in their child's program. They shared that their students loved coming to school and felt welcome in their school community. They expressed that communication could be more consistent and thorough and that because many of the students receive services outside of the school setting, collaboration could be improved when considering and incorporating suggestions and ideas provided by outside agency supports. The Coatesville Area SD will continue to expand programming within the district for the 2022-2023 school year. Two additional Verbal Behavioral programs will be opened at Reeceville Elementary. Again, these programs will be operating in collaboration with supports from the CCIU to ensure consistency with our VB programs that have already been established. Our off campus Emotional Support program will be moved to the Coatesville Area Sr High School and will serve as a support for students who require a more intensive level of therapeutic, behavioral, academic and emotional support. This program will provide supports for students in grades 10-12. Our Emotional Support programs are provided support with a range of trauma and ABA trained behavioral staff including BCBA, BCA, and RBT who provide direct support to students, help with implementation of social skills and executive functioning curriculum, and provide training and support to instructional and other support staff. During the 2020-2021 school year, we began implementing targeted reading interventions for students in special education. We also began implementing remedial classes to address executive functioning and social skills instruction. During the 2021-2022 school year, we increased the number of mental health staff in the district, opened an Emotional Support Program for grades 10-12 in addition to our district operated off campus program. We established a partnership with The Lincoln Center to develop additional mental health, therapeutic, behavioral, and academic supports for both general education and special education students. We have been working together to develop training and supports for all school personnel and support staff in understanding trauma and developing a trauma informed school environment. We are currently contracting with outside service providers to support the district with behavioral supports including BCBA, BCA, and RBTs. These staff provide ongoing support for students struggling with behavioral needs, support teachers to conduct social skills classes, and provide support and mentoring to general education staff with the implementation of PBIS and schoolwide/classroom based behavioral interventions. Our behavioral supports staff are trained in trauma informed approaches. For the 2022-2023 school year, we plan to add two additional verbal behavior classrooms at the elementary level, and one intermediate autistic support classroom, also at the elementary level. We will be bringing our off campus Emotional Support program back into the district to create a more therapeutic program for those students who require that level of support. In addition, at

16

our high school campus, we have included two climate coaches who are in the building to help monitor the climate in the building, meet with students who are showing signs of stress and anxiety, facilitate peer mediation and mediation between peers and adults, provide outreach to parents, and serve to help prevent altercations from occurring by intervening before a fight can erupt. Academically, for the 2022-2023 school year, teachers will continue to receive professional development focused on improving their ability to teach reading, we will begin focusing on improving our procedures for meeting the requirements of Indicator 13, and all staff will be trained in understanding trauma and strategies to create a trauma informed environment.

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?
MTSS - Grades K-7 - beginning 2021-2022 school year - focus on literacy. 2022-2023 school year, district will be adding Math and SEL. for grades K-7. MTSS for literacy will also be implemented for grades 8-12 during the 2022-2023 school year. Ongoing training with CCIU to develop MTSS toolbox, and MTSS data teams beginning during the 2021-2022 school year PBIS - Grades K-12 -2021-2022 school year Benchmark testing - grades K-12 - 2021-2022 school year Data teams, procedures, and ongoing data review meetings - Grades K-7 Training focused on implementing a trauma informed approach - 2022-2023 school year Keystone remedial courses for the 2022-2023 school year SEL screening - grades K-7 - implementation 2022-2023 school year Implementation of Naviance to support goal setting and career planning for all students - ongoing Adoption of core Reading program - grades K-7 - 2022-2023 school year Piloting core Math and supplemental math programs - grades K-12 - 2022-2023 school year Piloting core Reading program - grade 8 - 2022-2023 school year Beginning training and implementation of Restorative Practices during the 2022-2023 school year MTSS grades 8-12 focusing on Attendance, Behavior and Course Performance beginning during the 2022-2023 school year

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
For eligible students, the IEP team members work together to consider the complete continuum of special education supports and services within the Coatesville Area School District. The team considers general education programming with supplementary aids and services first. During these discussions, the IEP team works on innovative ways to modify or adapt the curriculum. In addition, the team considers related service providers and consultants from the Chester County Intermediate Unit for further services, strategies, materials and devices than can assist the child in accessing the general education curriculum without removing them from the classroom.   When considering a more restrictive placement than the general education classroom for instruction, the team must discuss and document academic and behavioral interventions utilized (differentiated learning, assistive technology, occupational therapy referral, etc.). Furthermore, if a child is identified as needing more restrictive programming, such as supplemental support, the teachers work together to ensure that grade-level curriculum is still provided with modifications and adaptations as necessary. The CASD team only considers full time programming for students when all appropriate district and community resources have been exhausted.   The district currently contracts with full time programs that incorporate the general education curriculum and community based instructional programs to the maximum extent possible. Currently, the Coatesville Area School District (CASD) is dedicated to best practices, accurate reporting and programming that address the area of Least Restrictive Environment (LRE). The district needs to evaluate the effectiveness of several practices in place in order to maximize students' percentage of time within the general education curriculum. One such practice at this time includes strengthening our MTSS process, teacher development, and use of school wide best practices. The district has identified this model as an effective tool to ensure students are educated in the LRE while ensuring that each student continues to make meaningful progress in all areas including academic, behavioral, and social emotional.   Based on data that is provided on the the State Performance Plan for the school year 2019-2020, Coatesville Area School District LRE data is as follows: SE Inside Regular class 80% or More - LEA - 71.3% State - 61.5% SE Inside Regular Class Less than 40% - LEA - 1.8%   State - 9.6% SE in Other Settings - LEA - 18.3%   State - 4.8%

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   Audio books for activities that may require reading Related services to support academic and physical challenges which would allow the student to gain access to participate in extracurricular activities Interpreter for students who use sign language Assistive technology - speech to text-text to speech, communication devices 1:1 support as identified in the student's IEP Preferential seating on the bus, in the lunchroom Adaptive equipment Peer mentors

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
   The Coatesville Area School District, recognizing the legal requirements of Least Restrictive Environment, always seeks to consider the least restrictive program for all students. The District utilizes a team approach when considering placements for students with disabilities, always considering the neighborhood school first. Inclusion in the home school setting is the first option, however, if the building is not able to provide an appropriate program that meets the needs of the individual student, the team looks to other schools within the District in order in order to determine the most appropriate placement. In order to meet the needs of the exceptional students that the District serves, supplemental supports and related services, including contracted services and IU supports through the Training and Consultation department for student-specific interventions in areas such as behavior, autism, assistive technology, vision/hearing are employed.   In addition, ongoing staff trainings provided by school district personnel, PATTAN, the Chester County Intermediate Unit, district legal counsel, and contracted services are continuously offered. In the event that the team determines that a student's needs are such that inclusion in the neighborhood school building or other placement within the District would deny that student a Free Appropriate Public Education, other programs that are outside of the scope of the District's buildings are considered. This may include, but may not be limited to CCIU programs in specialized centers, cross-district classrooms, and in some cases, placement in an Approved Private School. In cases where out of District placements are being considered, the District Special Education Supervisors and Liaisons work closely with building based IEP teams to ensure that every effort is made to secure an appropriate educational placement based on individual student needs.   CASD Board Policy 122 ensures that: extracurricular and co-curricular activities shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate. The district has dedicated staff who participate in IEP meetings for students in out of district placements, serve as a direct contact, and maintain ongoing communication with parents. The District utilizes School Messenger to send district wide messages and notifications to all families of students who are registered and/or enrolled within the boundaries of the Coatesville Area School District, regardless of the program placement or school of attendance. District events are located on the website, students wishing to participate in extracurricular activities are referred to the appropriate District personnel for additional information and instructions on how to gain access to those activities, and discussions are included in each IEP meeting to determine if a student is interested in participating in an extracurricular activity. If a student is interested in participating in an extracurricular activity but needs reasonable supports in order to fully participate, the IEP team determines the type and extent of those supports to ensure that each students has full access to those activities.

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)
   To ensure that the District has multiple options for programming with District facilities, and to maximize the continuum of services, the following programs, initiatives, supports, and services have been put into place over the past two years: Autistic Support/Verbal Behavior Programs - grades K-7 Emotional Support Programs - grades K-12 Specialized Classrooms for Reading and Math - grades K-12 Addition of Mental Health Therapists to provide a maximum amount of services in each building - grades K-12 Two climate coaches - grades 10-12 Collaboration with the CCIU and EBS to establish Emotional Support

and Verbal Behavior Programs District staff certified to provide Safety Care training Staff training in the Science of Reading and LETRs training To continue to build capacity, the Coatesville Area School District will continue to provide ongoing training for all staff to fade supports currently being provided by the CCIU within our autistic support programs. Additional training will be provided to building administrators and teaching staff, and district processes and procedures will be reviewed and revised to ensure proper development, management, and implementation of IEPs. Data will be used to make educational decisions, disciplinary procedures will be reviewed and revised to ensure that students are provided appropriate behavioral interventions and that they are effectively implemented prior to making the decision to place outside of the district.   Teachers, administrators, and support staff will continue to receive ongoing training in literacy, Social Emotional Learning, Math , and transition to ensure that IEPs are reasonably calculated and implemented to meet student needs and are prepared to pursue their post-secondary goals.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
CARE	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	4
TEACH	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	5
REACH	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	4
Chester County Career and Development Center	Other	Other Public Facility	Chester County Intermediate Unit	Learning Support	110
Camp Hill Special School	Approved Private School (APS)		Waldorf school accredited by AWSNA and the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools.	Autistic Support	6
CHAAMP	Other	Other Public	Chester County Intermediate Unit	Autistic Support	1

		Facility			
Devereux Cares	Approved Private School (APS)		Devereux	Autistic Support	3
Devereux Mapleton/Day School	Approved Private School (APS)		Devereux	Emotional Support	4
Devereux Brandywine	Approved Private School (APS)		Devereux	Emotional Support	5
Devereux Kanner	Approved Private School (APS)		Devereux	Life Skills Support	2
Devereux Kanner	Approved Private School (APS)		Devereux	Multiple Disabilities Support	0
Martin Luther School	Approved Private School (APS)			Emotional Support	1
Overbrook School for the Blind	Approved Private School (APS)			Blind and Visually Impaired Support	0
Pathway School	Approved Private School (APS)			Autistic Support	3
Timothy School	Approved Private School (APS)			Autistic Support	8
Vanguard	Approved Private School (APS)			Autistic Support	23
OPTIONS	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	22
Gateway	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	8

School	Type	Facility Type	Operator	Support Type	Count
Melmark School	Approved Private School (APS)			Life Skills Support	0
Melmark School	Approved Private School (APS)			Autistic Support	0
Royer-Greaves School for the Blind	Approved Private School (APS)			Blind and Visually Impaired Support	1
Beacon Light Residential School -Custer City	Approved Private School (APS)			Autistic Support	1
The Lincoln Center Leadership Academy	Licensed Private Academic			Emotional Support	20
Transitional Living Program			Chester County Intermediate Unit	Learning Support	0
Technical College High School Pickering Campus	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	3
AIM	Approved Private School (APS)			Autistic Support	2
Cottage 7	Licensed Private Academic			Emotional Support	1
Fairwold Academy	Approved Private School (APS)			Autistic Support	1
Woods School	Approved Private School (APS)			Multiple Disabilities Support	3
CCIU Learning Center	Other	Other Public Facility	Chester County Intermediate Unit	Emotional Support	44
TCHS Brandywine	Other	Other Public Facility	Chester County Intermediate Unit	Learning Support	49
Children's Home of	Approved			Emotional Support	2

Reading	Private School (APS)				
Woodlynde School	Approved Private School (APS)			Learning Support	1

Positive Behavior Support

Date of Approval
2016-03-22

Uploaded Files
Behavior Policy 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
Board Policy 113.2 Behavior Support for Students with Disabilities directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Coatesville Area School District's schools have implemented school-wide behavior supports at the elementary middle school, and high school levels. Every school has a list of rules and expectations developed with identified positive rewards for students who are following these expectations. Schools in grades K-9 were trained in Positive Behavior Interventions and Supports through the Chester County Intermediate Unit and they receive ongoing training after the initial implementation. Training will be provided for grades 10-12 during the 2022-2023 school year. Prior to the beginning of the 2022-2023 school year, the District will approve a Student Code of Conduct which is accompanied by a Discipline Matrix and includes a focus on Progressive Discipline, Interventions that accompany each infraction level, and implementation of Restorative practices. Three town hall meetings were held to elicit community concerns and recommendations related to student safety and implementation of discipline practices within the District. An additional two meetings were held to gather parental/community input regarding the student code of conduct and school culture and climate.   The Code of Conduct has been posted for public review, and will be approval by the Coatesville Area School Board of Directors prior to the start of the 2022-2023 school year.   Based upon Board Policy 113.2, students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. Students with disabilities, who have behaviors that impede their learning or that of others, have a team of professionals, led by a contracted Board-Certified Behavior Analyst (BCBA), with input from the parent and student, conduct a Functional Behavior Assessment (FBA) to determine the behaviors of concern and the context of these behaviors. The team analyzes the antecedent behaviors that occur prior to the identified behavior.   A School Psychologist will provide consultation to the team as well. Upon completion of the FBA, a Positive Behavior Support Plan (PBSP) is generated by the team including input from the student. This PBSP will systematically address the behaviors of concern and will reinforce newly acquired learning and appropriate replacement skills using positive reinforcers. Replacement behaviors will be directly taught by a teacher, Behavior Specialist, or a counselor in a setting determined by the IEP team and outlined with the PBSP. The behavioral goals will be

monitored and adjusted through the IEP team process. BCBA's and Behavior Support Consultants (BSC) are contracted by the district to train and coach the staff with the implementation of behavioral techniques and strategies to support the students. When a documented need exists, some students require one-on-one support to assist with the implementation of a PBSP. For students exhibiting more intensive behaviors, the district contracts for Registered Behavior Technicians (RBT) to assist in implementing a student's PBSP. An RBT can also be utilized to assist with students who are exhibiting challenging behaviors in a particular classroom.

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.

   In addition to our contracted Behavior Support personnel who work in our schools on a daily basis, the Coatesville Area School District utilizes the Chester County Intermediate Unit's TaC team to provide professional development for teachers and staff in positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. We also have an internal team of three staff members who are trained to provide QBS Safety Care training. Selected staff members are trained and certified yearly to provide hands on support, as needed, while other staff, including paraprofessionals are trained in using de-escalation techniques. For the 2022-2023 school year, a one hour training will be provided at each building by our Safety Care trainers and BCBA/BCAs then followed up quarterly with a 15 minute refresher. These sessions will be held during staff/faculty meetings and will include building administrators, teachers, and related service providers. The focus of the sessions will be reviewing de-escalation techniques and providing the opportunity to address questions/concerns and the need for additional support/training to ensure effective classroom/building implementation. In addition, building behavioral staff are available on a daily basis to provide ongoing support and consultation to address classroom management concerns. All schools, grades K-12, have participated or are currently participating in ongoing training with the CCIU in the development and implementation of Positive Behavior Interventions and Supports. Each school has established a schoolwide system, clearly outlining behavioral expectations, the opportunities to earn rewards and receive recognition for demonstrating positive behaviors.

3. Describe the district positive school wide support programs.

   The Coatesville Area School District began training selected schools for PBIS implementation during the 2019-2020 school year. To date, all schools, grades K-9, have completed their training with the CCIU. These schools will continue to participate in ongoing monitoring and will adjust their programs as necessary to adapt to the needs of their students. The Coatesville Area Sr High School is currently in the process of being trained through the CCIU, though they have a program in place. Each program is based on foundational behavioral expectations and lessons are provided to teach and reinforce the skills for students to be able to meet those expectations.   In addition, for the 2022-2023 school year, the administrative teams, classroom teachers, support staff, parents, and students will be trained in the newly implemented Student Code of Conduct and Progressive Discipline Matrix. The matrix aligns with the current Code of Student Conduct but includes interventions that are to be implemented at every infraction level before progressing to a more serious infraction or exclusion from school. Administrators, faculty, and support staff will be trained in restorative practices and trauma to better provide appropriate supports to students in an effort to affect change in our current practices, to decrease the numbers of students being referred to out of district placements, and to improve student success and engagement within our home schools.   Following are the themes for each building: Rainbow Elementary - Wildcat code - Safe, Responsible, Respectful Reeceville Elementary - Safe, Responsible, Respectful Kings Highway Elementary - Positivity, Respectful, Inclusive, Dependable, Engaged Caln Elementary - Confidence, Compassion, and Courage All Day, Every Day East Fallowfield Elementary - East Fallowfield Soars - Safety, Ownership, Always Kind, Respectful Scott 6th grade Center - Respect, Ownership, Courage, Kindness, Safety N Brandywine - Prepare, Responsibility, Integrity, Determination, Expectations Coatesville Area Intermediate High School - Respect, Ownership, Courage, Kindness, Safety Coatesville Area Sr High School - CASH Rockstars - Initiative - getting to class on time everyday, students are nominated by departments for student of the month

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

The district currently contracts eleven mental health therapists from the Chester County Intermediate Unit. These therapists provide individualized and group sessions, they conduct mental health screenings, risk and threat assessments, and serve as a resource for administrators, teachers, and parents. Each of our mental health providers is trained in trauma informed approaches. The district contracts with behavioral support staff who provide ongoing support and training to administration and staff as well as providing direct services to students. Each of our BCBA, BCA, and RBT staff are trained in trauma informed approaches. Students receive school-based behavioral health services at a frequency determined by the IEP team. Any student who is exhibiting dangerous behaviors including students in general education and special education will participate in a risk/threat assessment conducted either by the school guidance counselor or by the mental health therapist to ensure the student's safety and the safety of other students and staff. However, within the lifetime of this plan, the District will be providing training for implementation of a program entitled Navigate 360 as part of the District Safety Plan. District and building administrators, guidance counselors, mental health therapists, teachers, and other behavioral/mental health support personnel will be trained to implement components of the program including Risk Assessment and Behavioral Interventions. To address the signs of mental illness and substance abuse, students may participate, as recommended with the District's SAP program or with community programs provided through community/district partnerships such as Compass Mark. In addition, during the 2022-2023 school year, the District will begin implementing a 4 part series on Trauma and the impact of trauma on mental health, learning, and behavior. All staff and school personnel will receive training specifically designed to address their assignment within the District. This training is not specific to special education. Coatesville Area School District has worked to expand our relationship with community partners to support this need. We currently contract with Devereux to support our Student Assistance Program. We are working on finalizing an MOU with the Chester County Juvenile Probation Office which would allow us to participate in a diversion program that will provide counseling and mental health/behavioral supports to students who have violated the student code of conduct as well as providing access to supports for identified students. We recently signed an MOU with Compass Mark to provide prevention classes and interventions for students in grades 6-12 focusing on vaping and attendance and anticipate signing an MOU with a community Mental Health Agency to provide additional mental health supports to our students and families beyond what can be provided within the school setting.   The Coatesville Area School District will be participating in trauma informed care during the 2022-2023 school year through a Department of Justice Stop the Violence Grant and a partnership with The Lincoln Center. This training will be all inclusive and will focus on identifying students who are in need of support at the classroom level, developing a schoolwide system of support, providing teachers with strategies and tools for assisting students in need of mental health supports, training all administrators, support staff, bus drivers, and school board members.   Based upon the identified needs of the students, the Coatesville Area School District will continue to expand upon the community partnerships, training and supports for all students.

5. Describe the district restraint procedure.

Based on Policy 113.2: Use of Physical Restraints - Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.   The Director of Pupil Services, building principal or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: The restraint is used with specific component elements of a positive Behavior

Support Plan.   The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.   Staff are authorized to use the restraint and have received appropriate training.   Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan. Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education and Curriculum Instruction or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan. For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy. Relations With Law Enforcement The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

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.

Based on the data reviewed from our SES report, at this time, we have 0 students who are place on Instruction Conducted in the Home due to waiting for an appropriate educational placement. Any students receiving Instruction Conducted in the Home are receiving those services due to being medically fragile and are unable to safely attend school in person.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAIHS/CASH - Speech/Language - DeSoo	Secondary	Full-time (1.0)	06/09/2022 12:51 PM

Building Name		
Coatesville Intermediate HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.11

Building Name		
Coatesville Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.02

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

| Scott/N Brandywine - Speech/Language - Soghomonian | Secondary | Full-time (1.0) | 06/09/2022 12:46 PM |

Building Name		
Scott MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.05

Building Name		
North Brandywine MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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 %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Rainbow - Speech/Language - Vaselli	Elementary	Full-time (1.0)	06/09/2022 12:41 PM

Building Name		
Rainbow El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Related service provider - students are either seen individually or in age appropriate small groups		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Rainbow - Speech/Language - Anderson	Elementary	Full-time (1.0)	06/09/2022 12:37 PM

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

Related Service Provider - Students are seen either individually or in age appropriate small groups	0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Reeceville/Scott - Speech/Language- Hess	Multiple	Full-time (1.0)	06/09/2022 12:34 PM

Building Name		
Reeceville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Related service provider - students are either seen individually or in age appropriate small groups		0.14

Building Name		
Scott MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kings Highway/Rainbow/Reeceville - Speech/Language- Stahlberg	Elementary	Full-time (1.0)	06/09/2022 12:25 PM

Building Name		
Kings Highway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Related service provider - students are seen individually or in age appropriate small groups		0.11

Building Name		
Rainbow El Sch		
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	6 to 9
Age Range Justification		**FTE %**
		0.18

Building Name		
Reeceville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Related Service Provider - Students are seen either individually or in age appropriate small groups		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kings Highway - Speech/Language - Gochnauer	Elementary	Full-time (1.0)	06/09/2022 12:19 PM

Building Name		
Kings Highway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Related Service Provider - Students are scheduled either individually or within age appropriate small groups		0.4

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

| East Fallowfield - Speech/Language - Nieberle | Elementary | Full-time (1.0) | 06/09/2022 12:29 PM |

Building Name	
East Fallowfield 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 9
Age Range Justification	**FTE %**
Related service provider - students are either scheduled to be seen individually or within age appropriate groups	0.29

Building Name		
Kings Highway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Caln -Speech/Language - Forrester	Elementary	Full-time (1.0)	06/09/2022 12:16 PM

Building Name		
Caln 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 11
Age Range Justification		**FTE %**
Related service provider - students are scheduled to be seen either individually or within appropriate age range groups		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM9RB	Elementary	Full-time (1.0)	05/03/2022 03:32 PM

Building Name		
Rainbow El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**

	0.2

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

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

Building Name	
Rainbow 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 8
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AG8RB	Elementary	Full-time (1.0)	05/03/2022 03:28 PM

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.4

Building Name		
Rainbow El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired 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 10
Age Range Justification		**FTE %**
		0.07

Building Name		
Rainbow El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired 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 10
Age Range Justification		**FTE %**
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK7RB	Elementary	Full-time (1.0)	05/03/2022 03:24 PM

Building Name		
Rainbow 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	6 to 8
Age Range Justification		**FTE %**

		0.05

Building Name		
Rainbow El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.08

Building Name		
Rainbow 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	6 to 8
Age Range Justification		**FTE %**
		0.2

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

Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EF6RB	Elementary	Full-time (1.0)	05/03/2022 03:21 PM

Building Name		
Rainbow El Sch		
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	8 to 10
Age Range Justification		**FTE %**
		0.18

Building Name		
Rainbow El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT5RB	Elementary	Full-time (1.0)	05/03/2022 03:18 PM

Building Name		
Rainbow 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 10
Age Range Justification		**FTE %**
		0.05

Building Name		
Rainbow 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%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**

	0.45

Building Name		
Rainbow 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		
Rainbow El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LV4RB	Elementary	Full-time (1.0)	05/03/2022 03:13 PM

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.28

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.3

Building Name		
Rainbow El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.02

Building Name		
Rainbow El Sch		
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	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.03

Building Name		
Rainbow 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 10
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
JM3RB	Elementary	Full-time (1.0)	05/03/2022 03:35 PM

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.28

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.15

Building Name	
Rainbow El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.02

Building Name		
Rainbow El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EOD2RB	Elementary	Full-time (1.0)	05/03/2022 03:04 PM

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7

Age Range Justification	FTE %
	0.16

Building Name		
Rainbow El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.05

Building Name		
Rainbow 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
Rainbow El Sch
Support Type
Deaf And Hearing Impaired Support
Support Sub-Type
Deaf And Hearing Impaired Support

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

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

Building Name		
Rainbow El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.08

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

CG1RB	Elementary	Full-time (1.0)	05/03/2022 03:00 PM

Building Name		
Rainbow 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	5 to 7
Age Range Justification		**FTE %**
		0.1

Building Name		
Rainbow 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 7
Age Range Justification		**FTE %**
		0.1

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

Building Name		
Rainbow El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM3CAIHS	Secondary	Full-time (1.0)	05/03/2022 09:41 AM

Building Name		
Coatesville Intermediate HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.38

Building Name		
Coatesville Intermediate HS		
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 17
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK3EF	Elementary	Full-time (1.0)	05/03/2022 09:25 AM

Building Name		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.26

Building Name		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.05

Building Name
East Fallowfield El Sch
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.02

Building Name		
East Fallowfield 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 10
Age Range Justification		**FTE %**
		0.05

Building Name		
East Fallowfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TVH2EF	Elementary	Full-time (1.0)	05/03/2022 09:20 AM

Building Name		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.26

Building Name		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.3

Building Name		
East Fallowfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC1EF	Elementary	Full-time (1.0)	05/03/2022 03:36 PM

Building Name		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.22

Building Name
East Fallowfield 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 7
Age Range Justification		**FTE %**
		0.1

Building Name	
East Fallowfield El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.05

Building Name	
East Fallowfield 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		
East Fallowfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JJ7Caln	Elementary	Full-time (1.0)	05/03/2022 06:02 AM

Building Name		
Caln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	6 to 7
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL6Caln	Elementary	Full-time (1.0)	05/03/2022 05:59 AM

Building Name		
Caln 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	5 to 7
Age Range Justification		**FTE %**
		0.1

Building Name		
Caln 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 7
Age Range Justification		**FTE %**
		0.1

Building Name		
Caln 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		
Caln 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	5 to 7
Age Range Justification		**FTE %**
		0.05

Building Name		
Caln El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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		
Caln El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.02

Building Name		
Caln 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
Caln El Sch
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM5Caln	Elementary	Full-time (1.0)	05/03/2022 05:51 AM

Building Name		
Caln 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	7 to 9
Age Range Justification		**FTE %**
		0.06

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

Supplemental (Less Than 80% but More Than 20%)	15	
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.75

Building Name		
Caln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.17

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LR4Caln	Elementary	Full-time (1.0)	05/03/2022 05:46 AM

Building Name		
Caln 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	5 to 7
Age Range Justification		**FTE %**
		0.12

Building Name		
Caln 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	5 to 7
Age Range Justification		**FTE %**
		0.35

Building Name		
Caln El Sch		
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	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.04

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

Speech And Language 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		
Caln El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.02

Building Name		
Caln 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RG3Caln	Elementary	Full-time (1.0)	05/03/2022 05:41 AM

Building Name		
Caln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.1

Building Name		
Caln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.35

Building Name
Caln 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	9 to 10
Age Range Justification		**FTE %**
		0.02

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
RF2Caln	Elementary	Full-time (1.0)	05/03/2022 05:36 AM

Building Name	
Caln 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 9
Age Range Justification		**FTE %**
K and 1st grade students are on this teacher's caseload but are not scheduled to participate in classes with students outside of age range. One K student is a private school student and does not attend our schools.		0.12

Building Name		
Caln El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
K and 1st grade students are on this teacher's caseload but are not scheduled to participate in classes with students outside of age range. One K student is a private school student and does not attend our schools.		0.4

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

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
K and 1st grade students are on this teacher's caseload but are not scheduled to participate in classes with students outside of age range. One K student is a private school student and does not attend our schools.		0.08

Building Name		
Caln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
K and 1st grade students are on this teacher's caseload but are not scheduled to participate in classes with students outside of age range. One K student is a private school student and does not attend our schools.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS1Caln	Elementary	Full-time (1.0)	05/03/2022 05:26 AM

Building Name
Caln 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	7 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Caln El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.3

Building Name		
Caln El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BK4RV	Elementary	Full-time (1.0)	05/03/2022 05:21 AM

Building Name		
Reeceville 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 7
Age Range Justification		**FTE %**
		0.08

Building Name		
Reeceville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.3

Building Name
Reeceville El Sch
Support Type

Speech And Language Support	
Support Sub-Type	
Speech And Language 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	
Reeceville 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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
MW3RV	Elementary	Full-time (1.0)	05/03/2022 05:14 AM

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

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.36

Building Name		
Reeceville 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 10
Age Range Justification		**FTE %**
		0.45

Building Name		
Reeceville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LK2RV	Elementary	Full-time (1.0)	05/03/2022 05:10 AM

Building Name		
Reeceville El Sch		
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	7 to 10
Age Range Justification		**FTE %**
		0.08

Building Name		
Reeceville 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 10
Age Range Justification		**FTE %**
		0.02

Building Name
Reeceville El Sch
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.25

Building Name		
Reeceville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 %**
		0.17

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
AC1RV	Elementary	Full-time (1.0)	05/03/2022 05:04 AM

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

74

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.04

Building Name		
Reeceville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.05

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

Building Name

Reeceville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.08

Building Name		
Reeceville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.12

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
OC Sub	Secondary	Full-time (1.0)	05/01/2022 08:58 PM

Building Name	
Coatesville Intermediate HS	
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	15 to 16
Age Range Justification		**FTE %**
		0.33

Building Name	
Coatesville Intermediate HS	
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	15 to 16
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
HD10CASH/OC	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Area SHS	
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	15 to 18
Age Range Justification		**FTE %**
		0.33

Building Name	
Coatesville Area SHS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Full-Time (80% or More)	8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.67

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
BS9CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Area SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.42

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

Building Name		
Coatesville Area SHS		
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	16 to 20
Age Range Justification		**FTE %**
		0.04

Building Name
Coatesville Area SHS
Support Type

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

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.12

Building Name	
Coatesville Area SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.05

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SC8CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Area SHS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.38

Building Name		
Building Name		
Coatesville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.25

Building Name		
Building Name		
Coatesville Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS7CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Coatesville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.54

Building Name		
Coatesville Area SHS		
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	16 to 20
Age Range Justification		**FTE %**
		0.05

Building Name
Coatesville Area SHS
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	16 to 20

Age Range Justification	**FTE %**
	0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
KK6CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Area SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	**Case Load**
Itinerant (20% or Less)	21

Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20

Age Range Justification	**FTE %**
	0.42

Building Name	
Coatesville Area SHS	
Support Type	
Learning Support	
Support Sub-Type	

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

Building Name		
Coatesville Area SHS		
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	16 to 20
Age Range Justification		**FTE %**
		0.04

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
DF5CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Area SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.5

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

Building Name		
Coatesville Area SHS		
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 20
Age Range Justification		**FTE %**
		0.02

Building Name
Coatesville Area SHS
Support Type

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LF4CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Coatesville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.54

Building Name
Coatesville Area SHS
Support Type
Learning Support
Support Sub-Type

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

Building Name		
Coatesville Area SHS		
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 20
Age Range Justification		**FTE %**
		0.02

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SD3CASH	Secondary	Full-time (1.0)	05/03/2022 03:38 PM

Building Name	
Coatesville Area SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)	15	
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SC2CASH	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Coatesville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.54

Building Name		
Coatesville Area SHS		
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 20
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB1CASH	Secondary	Full-time (1.0)	05/13/2022 08:48 AM

Building Name		
Coatesville Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.36

Building Name		
Coatesville Area SHS		
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	16 to 20
Age Range Justification		**FTE %**

	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CP7Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Scott MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.32

Building Name		
Scott MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.1

Building Name		
Scott MS		
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	11 to 13
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM6Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Scott MS		
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	11 to 13
Age Range Justification		**FTE %**
		0.22

Building Name
Scott MS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.25

Building Name	
Scott MS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM5Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name
Scott MS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.24

Building Name		
Scott MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM4Scott	Secondary	Full-time (1.0)	05/03/2022 03:45 PM

Building Name
Scott MS
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades K-6)

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.2

Building Name		
Scott MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.12

Building Name		
Scott MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.25

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JJ3Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Scott MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.16

Building Name		
Scott MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EG2Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Scott MS		
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	11 to 13
Age Range Justification		**FTE %**
		0.22

Building Name		
Scott MS		
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	11 to 13
Age Range Justification		**FTE %**
		0.15

Building Name
Scott MS
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	11 to 13
Age Range Justification		**FTE %**
		0.08

Building Name		
Scott MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.12

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LA1Scott	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Scott MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.2

Building Name		
Scott MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.25

Building Name		
Scott MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.1

Building Name
Scott MS
Support Type

Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.02

Building Name		
Scott MS		
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	11 to 13
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
JW8CAIHS	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name
Coatesville Intermediate HS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.44

Building Name		
Coatesville Intermediate HS		
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	14 to 17
Age Range Justification		**FTE %**
		0.35

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
AP7CAIHS	Secondary	Full-time (1.0)	05/03/2022 09:50 AM

Building Name	
Coatesville Intermediate HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

Building Name		
Coatesville Intermediate HS		
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	14 to 17
Age Range Justification		**FTE %**
		0.25

Building Name		
Coatesville Intermediate HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.04

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CU6CAIHS	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name		
Coatesville Intermediate HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.44

Building Name		
Coatesville Intermediate HS		
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 17
Age Range Justification		**FTE %**
		0.15

Building Name
Coatesville Intermediate HS
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	14 to 17
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM5CAIHS	Secondary	Full-time (1.0)	05/03/2022 09:43 AM

Building Name		
Coatesville Intermediate HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.52

Building Name	
Coatesville Intermediate HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)	1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.05

Building Name	
Coatesville Intermediate HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.38

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CL4CAIHS	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name	
Coatesville Intermediate HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	26
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.52

Building Name		
Coatesville Intermediate HS		
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 17
Age Range Justification		**FTE %**
		0.15

Building Name		
Coatesville Intermediate HS		
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	14 to 17
Age Range Justification		**FTE %**
		0.02

Building Name
Coatesville Intermediate HS
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KH2CAIHS	Secondary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Coatesville Intermediate HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AH1CAIHS	Secondary	Full-time (1.0)	05/03/2022 09:46 AM

Building Name	
Coatesville Intermediate HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	12

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.6

Building Name	
Coatesville Intermediate HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR7NB	Secondary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name
North Brandywine MS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

Building Name		
North Brandywine MS		
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	12 to 14
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BREN6NB	Secondary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name
North Brandywine MS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.05

Building Name		
North Brandywine MS		
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	12 to 14
Age Range Justification		**FTE %**
		0.08

Building Name		
North Brandywine MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GR5NB	Secondary	Full-time (1.0)	05/03/2022 09:38 AM

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

Building Name		
North Brandywine MS		
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	
North Brandywine MS	
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	12 to 14

Age Range Justification	FTE %
	0.08

Building Name	
North Brandywine MS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	

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

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EK4NB	Secondary	Full-time (1.0)	05/03/2022 11:58 AM

Building Name
North Brandywine MS

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

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

Building Name		
North Brandywine MS		
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
SY3NB	Secondary	Full-time (1.0)	05/03/2022 09:38 AM

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

Building Name		
North Brandywine MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.1

Building Name		
North Brandywine MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK2NB	Secondary	Full-time (1.0)	05/03/2022 03:45 PM

Building Name		
North Brandywine MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.36

Building Name
North Brandywine MS

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

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
KW1NB	Secondary	Full-time (1.0)	05/03/2022 03:45 PM

Building Name		
North Brandywine MS		
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

Building Name
North Brandywine MS
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	12 to 14
Age Range Justification	**FTE %**
	0.14

Building Name		
North Brandywine MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.2

Building Name		
North Brandywine MS		
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	12 to 14
Age Range Justification		**FTE %**
		0.08

Building Name		
North Brandywine MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MWCyber2	Multiple	Full-time (1.0)	05/13/2022 08:46 AM

Building Name		
Coatesville Area SD Cyber Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	15 to 19
Age Range Justification		**FTE %**
Students are in a virtual environment and are not being educated in the same classroom		0.48

Building Name
Coatesville Area SD Cyber Academy

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	Multiple	15 to 19
Age Range Justification	**FTE %**
Students are in a virtual environment and are not being educated in the same classroom	0.15

Building Name	
Coatesville Area SD Cyber Academy	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	15 to 19
Age Range Justification	**FTE %**
Students are in a virtual environment and are not being educated in the same classroom	0.2

Building Name	
Coatesville Area SD Cyber Academy	
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	15 to 19
Age Range Justification	**FTE %**

Students are in a virtual environment and are not being educated in the same classroom	0.08

Building Name		
Coatesville Area SD Cyber Academy		
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	15 to 19
Age Range Justification		**FTE %**
Students are in a virtual environment and are not being educated in the same classroom.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HCCyber1	Multiple	Full-time (1.0)	05/01/2022 10:25 AM

Building Name		
Coatesville Area SD Cyber Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 14
Age Range Justification		**FTE %**
Cyber program - students are provided individualized or small group support and grouped accordingly		0.38

119

Building Name		
Coatesville Area SD Cyber Academy		
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	8 to 14
Age Range Justification		**FTE %**
Cyber program - students are provided individualized or small group support and grouped accordingly		0.02

Building Name		
Coatesville Area SD Cyber Academy		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	8 to 14
Age Range Justification		**FTE %**
Cyber program - students are provided individualized or small group support and grouped accordingly		0.05

Building Name		
Coatesville Area SD Cyber Academy		
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	Multiple	8 to 14
Age Range Justification		**FTE %**
Cyber program - students are provided individualized or small group support and grouped accordingly		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM7KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB6KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name
Kings Highway El Sch
Support Type
Autistic Support

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP5KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Kings Highway El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.17

Building Name
Kings Highway 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	8 to 10
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM4KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Kings Highway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.28

Building Name	
Kings Highway El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Kings Highway El Sch		
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	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.04

Building Name		
Kings Highway El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.02

Building Name
Kings Highway El Sch
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH3KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Kings Highway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.16

Building Name	
Kings Highway 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 7
Age Range Justification		**FTE %**
		0.1

Building Name	
Kings Highway El Sch	
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	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.04

Building Name	
Kings Highway El Sch	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.04

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TSCH2KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Kings Highway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.28

Building Name		
Kings Highway 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
SN1KH	Elementary	Full-time (1.0)	05/03/2022 09:38 AM

Building Name		
Kings Highway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.18

Building Name		
Kings Highway 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
Kings Highway El Sch
Support Type
Deaf And Hearing Impaired Support
Support Sub-Type

Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.02

Building Name		
Kings Highway El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.08

Special Education Facilities

Building Name		Room #
Caln El Sch		9
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
21 feet, 0 inches x 38 feet, 0 inches	798sqft	28
Implementation Date		
2021-08-23		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Caln El Sch		13
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 5 inches x 34 feet, 0 inches	762sqft	27
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Caln El Sch		36	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Caln El Sch		30
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 6 inches x 33 feet, 9 inches	759sqft	27
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Kings Highway El Sch		2A
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 7 inches x 18 feet, 7 inches	345sqft	12
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Kings Highway El Sch		2B	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 8 inches x 24 feet, 5 inches	529sqft	18	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Kings Highway El Sch		33
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 8 inches x 35 feet, 0 inches	863sqft	30
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Kings Highway El Sch		10
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 6 inches x 37 feet, 7 inches	883sqft	31
Implementation Date		
2021-08-23		
Uploaded Files		

8Assurance Check

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

Building Name		Room #	
Kings Highway El Sch		29	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
18 feet, 2 inches x 25 feet, 0 inches	454sqft	16	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #
Kings Highway El Sch		34
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 6 inches x 35 feet, 0 inches	822sqft	29
Implementation Date		
2021-08-23		
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	

Building Name		Room #
East Fallowfield El Sch		6
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 18 feet, 0 inches	486sqft	17
Implementation Date		
2021-08-23		
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	

Building Name		Room #
East Fallowfield El Sch		15
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
East Fallowfield El Sch		19	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 6 inches x 20 feet, 0 inches	430sqft	15	
Implementation Date			
2022-06-09			
Uploaded Files			

13Assurance Check

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

Building Name		Room #	
Scott MS		106	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 5 inches x 32 feet, 0 inches	749sqft	26	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
Scott MS		116	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 0 inches x 33 feet, 0 inches	693sqft	24	
Implementation Date			
2021-08-23			
Uploaded Files			

15Assurance Check

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

Building Name		Room #
Scott MS		210
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
19 feet, 0 inches x 39 feet, 0 inches	741sqft	26
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Scott MS		212
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
19 feet, 0 inches x 39 feet, 0 inches	741sqft	26
Implementation Date		
2021-08-23		
Uploaded Files		

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	

Building Name		Room #	
Scott MS		218	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
19 feet, 0 inches x 37 feet, 0 inches	703sqft	25	
Implementation Date			
2021-08-23			
Uploaded Files			

18Assurance Check

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

Building Name		Room #	
Scott MS		319	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
18 feet, 5 inches x 37 feet, 0 inches	681sqft	24	
Implementation Date			
2021-08-23			
Uploaded Files			

19Assurance Check

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

Building Name		Room #	
Scott MS		320	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
20 feet, 0 inches x 37 feet, 0 inches	740sqft	26	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #	
Scott MS		406	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
19 feet, 0 inches x 37 feet, 0 inches	703sqft	25	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #
Coatesville Intermediate HS		209
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Coatesville Intermediate HS		102
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 0 inches x 17 feet, 0 inches	578sqft	20
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Intermediate HS		203	
School Building		**Building Description**	
Junior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Coatesville Intermediate HS		314
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Coatesville Intermediate HS		218
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Intermediate HS		311	
School Building		**Building Description**	
Junior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
43 feet, 0 inches x 25 feet, 0 inches	1075sqft	38	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Coatesville Intermediate HS		310
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Coatesville Intermediate HS		302
School Building		**Building Description**
Junior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Intermediate HS		608	
School Building		**Building Description**	
Junior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
18 feet, 0 inches x 14 feet, 0 inches	252sqft	9	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Coatesville Area SHS		219
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 18 feet, 0 inches	468sqft	16
Implementation Date		
2021-08-23		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Coatesville Area SHS		108
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2021-08-23		
Uploaded Files		

32Assurance Check

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

Building Name		Room #	
Coatesville Area SHS		139	
School Building		**Building Description**	
Senior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
38 feet, 0 inches x 32 feet, 0 inches	1216sqft	43	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #
Coatesville Area SHS		111
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Coatesville Area SHS		225
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Area SHS		101	
School Building		**Building Description**	
Senior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Coatesville Area SHS		126
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2021-08-23		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Coatesville Area SHS		103
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Area SHS		137	
School Building		**Building Description**	
Senior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Coatesville Area SHS		113
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2021-08-23		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Coatesville Area SHS		214
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 11 inches x 20 feet, 11 inches	583sqft	20
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Coatesville Area SHS		212	
School Building		**Building Description**	
Senior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Rainbow El Sch		127
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Rainbow El Sch		117
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Rainbow El Sch		19	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Rainbow El Sch		27
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Rainbow El Sch		17
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 31 feet, 0 inches	558sqft	19
Implementation Date		
2021-08-23		
Uploaded Files		

47Assurance Check

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

Building Name		Room #	
Rainbow El Sch		14	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
15 feet, 0 inches x 14 feet, 0 inches	210sqft	7	
Implementation Date			
2021-08-23			
Uploaded Files			

48Assurance Check

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

Building Name		Room #
Rainbow El Sch		12B
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 7 feet, 0 inches	98sqft	3
Implementation Date		
2021-08-23		
Uploaded Files		

49Assurance Check

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

Building Name		Room #
Rainbow El Sch		13
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2021-08-23		
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	

Building Name		Room #	
Rainbow El Sch		Hall Gym	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
8 feet, 0 inches x 35 feet, 0 inches	280sqft	10	
Implementation Date			
2021-08-23			
Uploaded Files			

51Assurance Check

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

Building Name		Room #	
Rainbow El Sch		Q Room	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
14 feet, 0 inches x 14 feet, 0 inches	196sqft	7	
Implementation Date			
2021-08-23			
Uploaded Files			

52Assurance Check

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

Building Name		Room #	
Rainbow El Sch		Speech Office	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
35 feet, 0 inches x 16 feet, 0 inches	560sqft	20	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
Rainbow El Sch		Physical Therapy Room	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
35 feet, 0 inches x 16 feet, 0 inches	560sqft	20	
Implementation Date			
2021-08-23			
Uploaded Files			

54Assurance Check

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

Building Name		Room #
Reeceville El Sch		4
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 6 inches x 27 feet, 0 inches	742sqft	26
Implementation Date		
2022-08-22		
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	

Building Name		Room #
Reeceville El Sch		6
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2022-08-22		
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	

Building Name		Room #	
Reeceville El Sch		11	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Reeceville El Sch		13
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 27 feet, 5 inches	740sqft	26
Implementation Date		
2021-08-23		
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	

Building Name		Room #
Reeceville El Sch		16
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 27 feet, 5 inches	740sqft	26
Implementation Date		
2021-08-23		
Uploaded Files		

59Assurance Check

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

Building Name		Room #	
Reeceville El Sch		19	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 0 inches x 27 feet, 5 inches	740sqft	26	
Implementation Date			
2021-08-23			
Uploaded Files			

60Assurance Check

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

Building Name		Room #	
North Brandywine MS		9	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 5 inches x 25 feet, 0 inches	635sqft	22	
Implementation Date			
2021-08-23			
Uploaded Files			

61Assurance Check

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

Building Name		Room #	
North Brandywine MS		8	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 5 inches x 25 feet, 0 inches	635sqft	22	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
North Brandywine MS		6	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 5 inches x 25 feet, 0 inches	635sqft	22	
Implementation Date			
2021-08-23			
Uploaded Files			

63Assurance Check

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

Building Name		Room #	
North Brandywine MS		16	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
North Brandywine MS		17	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #	
North Brandywine MS		19	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24	
Implementation Date			
2021-08-23			
Uploaded Files			

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	

Building Name		Room #	
North Brandywine MS		17A	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 36 feet, 0 inches	936sqft	33	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
Caln El Sch		3	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 0 inches x 29 feet, 0 inches	609sqft	21	
Implementation Date			
2021-08-23			
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	

Building Name		Room #	
Caln El Sch		7	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23	
Implementation Date			
2021-08-23			
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	

Building Name		Room #
Kings Highway El Sch		Library
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 2 inches x 56 feet, 7 inches	1480sqft	52
Implementation Date		
2021-08-23		
Uploaded Files		

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	

Special Education Support Services

71Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	2	Elementary	District
Other	3	Secondary	District
School Psychologist	8	District Wide	District
School Psychologist	1	Elementary	Contractor
Guidance Counselor	8	Secondary	District
Guidance Counselor	5	Elementary	District
Other	11	District Wide	Contractor
Paraprofessionals	37	District Wide	District
Paraprofessionals	39	District Wide	Contractor
Occupational Therapist	7	District Wide	Contractor
Physical Therapist	3	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Staff will receive ABA-focused training and on-site technical support provided by Pattan and the Chester County Intermediate Unit. Training and technical support will focus on instructional strategies including intensive teaching, mand training, natural environment training, fluency training, direct instruction social sills instruction, vocal training, and group instruction. In addition to instructional strategies training will emphasize inclusive practices, parent and family engagement, and a function-based approach to preventing, teaching, reinforcing, and responding to student behavior. Staff will also receive support with classroom organization including scheduling, data systems, and materials organization. Consultants from Pattan will provide training and on-site technical support for up to 4 hours per month. Consultants from the Chester County Intermediate Unit will provide training and on-site technical support for up to 20 hours per month. It is important to note that the district has been part of Pattan's Autism Initiative since the start of the 2020-2021 school year.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor/Brenda George- Director of Pupil Services		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
Up to 24 hours per month	Minimum of 6	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Staff will receive ABA-focused training and on-site technical support provided by Pattan and the Chester County Intermediate Unit. Training and technical support will focus on instructional strategies including intensive teaching, mand training, natural environment training, fluency training, direct instruction social sills instruction, vocal training, and group instruction. In addition to instructional strategies training will emphasize inclusive practices, parent and family engagement, and a function-based approach to preventing, teaching, reinforcing, and responding to student behavior. Staff will also receive support with classroom organization including scheduling, data systems, and materials organization. Consultants from Pattan will provide training and on-site technical support for up to 4 hours per month. Consultants from the Chester County Intermediate Unit will provide training and on-site technical support for up to 20 hours per month. It is important to note that the district has been part of Pattan's Autism Initiative since the start of the 2020-2021 school year.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor/Brenda George - Director of Pupil Services		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
Up to 24 hours per month	Minimum of 6	Intermediate Unit PaTTAN	Building Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Staff will receive ABA-focused training and on-site technical support provided by Pattan and the Chester County Intermediate Unit. Training and technical support will focus on instructional strategies including intensive teaching, mand training, natural environment training, fluency training, direct instruction social sills instruction, vocal training, and group instruction. In addition to instructional strategies training will emphasize inclusive practices, parent and family engagement, and a function-based approach to preventing, teaching, reinforcing, and responding to student behavior. Staff will also receive support with classroom organization including scheduling, data systems, and materials organization. Consultants from Pattan will provide training and on-site technical support for up to 4 hours per month. Consultants from the Chester County Intermediate Unit will provide training and on-site technical support for up to 20 hours per month. It is important to note that the district has been part of Pattan's Autism Initiative since the start of the 2020-2021 school year.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor/Brenda George-Director of Pupil Services		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
Up to 24 hours per month	Minimum of 6	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Teachers, staff, paraprofessionals, and administrators will gain the knowledge of creating a positive learning environment for all students in all settings.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors/Building Administrators		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District	Building Administrators

		Intermediate Unit	Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Building teams will learn how to work together and plan instruction to create a positive school climate for EVERY student to learn and grow academically, socially, and emotionally.			
Lead Person/Position		**Year of Training**	
Building Administrators/Special Education Supervisors		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Teachers, staff, paraprofessionals, and administrators will gain the knowledge of creating a positive learning environment for all students in all settings.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors/Building Administrators		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
Building teams will learn how to work together and plan instruction to create a positive school climate for EVERY student to learn and grow academically, socially, and emotionally.

Lead Person/Position		Year of Training	
Special Education Supervisors/Building Administrators		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Teachers, staff, paraprofessionals, and administrators will gain the knowledge of creating a positive learning environment for all students in all settings.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors/Building Administrators		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Building teams will learn how to work together and plan instruction to create a positive school climate for EVERY student to learn and grow academically, socially, and emotionally.			
Lead Person/Position		**Year of Training**	
Building Administrators/Special Education Supervisors		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
45 minutes	5	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
All paraprofessional staff will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Hours will be completed through district training and individualized training. Training opportunities will be provided by district staff with a variety of topics related to their individual positions and district initiatives. The district uses multiple sources of trainings including in person, synchronous, and asynchronous environments. Topics expected to be included, but not limited to: Use of de-escalation techniques, appropriate use of prompting and prompting techniques, social skills strategies and generalization, developing independence and personal care, disability awareness, use of strategies to support learning of skills, behavior management, trauma awareness and social emotional learning.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	5	District	Paraprofessionals

Description of Training	
First Aid/CPR training	
Lead Person/Position	**Year of Training**
ACCESS Coordinator/Director of Pupil Services	2022-2023 (for staff who require the training)
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Paraprofessionals

Description of Training	
All paraprofessional staff will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Hours will be completed through district training and individualized training. Training opportunities will be provided by district staff with a variety of topics related to their individual positions and district initiatives. The district uses multiple sources of trainings including in person, synchronous, and asynchronous environments. Topics expected to be included, but not limited to: Use of de-escalation techniques, appropriate use of prompting and prompting techniques, social skills strategies and generalization, developing independence and personal care, disability awareness, use of strategies to support learning of skills, behavior management, trauma awareness and social emotional learning.	
Lead Person/Position	**Year of Training**

Special Education Supervisors		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	5	District	Paraprofessionals

Description of Training	
First Aid/CPR training	
Lead Person/Position	**Year of Training**
ACCESS Coordinator/Director of Pupil Services	2023-2024

Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Paraprofessionals

Description of Training			
All paraprofessional staff will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Hours will be completed through district training and individualized training. Training opportunities will be provided by district staff with a variety of topics related to their individual positions and district initiatives. The district uses multiple sources of trainings including in person, synchronous, and asynchronous environments. Topics expected to be included, but not limited to: Use of de-escalation techniques, appropriate use of prompting and prompting techniques, social skills strategies and generalization, developing independence and personal care, disability awareness, use of strategies to support learning of skills, behavior management, trauma awareness and social emotional learning.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors/Director of Pupil Services		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	5	District	Paraprofessionals

Description of Training	
First Aid/CPR training	
Lead Person/Position	**Year of Training**
ACCESS Coordinator/Director of Pupil Services	2024-2025

Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Paraprofessionals

Transition

Description of Training			
Teachers will gain a stronger knowledge of the transition process, identify, and describe the components of transition planning.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
30 minutes	5	District	Building Administrators Special Education Teachers

Description of Training			
Enhance educator's knowledge and ability to implement a variety of online resources and transition assessments, classroom-based assessment, student interest inventories, and develop the skills needed to analyze, synthesize, and use data in instructional decision-making.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor/Director of Pupil Services		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
30 minutes	5	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Identify transition practices which will be implemented to build meaningful transition plans and maximize student participation.			
Lead Person/Position		**Year of Training**	
Special Education Supervisors/Director of Pupil Services		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
30 minutes per session	5	District	Building Administrators Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
As part of a multi-year, systematic literacy improvement initiative, district staff including reading specialists, special education teachers, and primary elementary teachers will be gradually trained (in small cohorts) in the science of literacy through a professional learning course called Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS addresses found critical outcomes for effective literacy instruction: understanding the science of reading, putting research into practice, improving teacher effectiveness, and strengthening instruction. Some of the specific topics addressed through the training include theoretical models from reading science, phonology, basic and advanced phonics, screening and diagnostic assessment, vocabulary, reading and language comprehension, and writing.			

Lead Person/Position		Year of Training	
Brenda George, Director of Pupil Services/Casandra Jones, Administrator on Assignment		2022-2023	

Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	General Education Teachers Special Education Teachers Other

Description of Training			
As part of a multi-year, systematic literacy improvement initiative, district staff including reading specialists, special education teachers, and primary elementary teachers will be gradually trained (in small cohorts) in the science of literacy through a professional learning course called Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS addresses found critical outcomes for effective literacy instruction: understanding the science of reading, putting research into practice, improving teacher effectiveness, and strengthening instruction. Some of the specific topics addressed through the training include theoretical models from reading science, phonology, basic and advanced phonics, screening and diagnostic assessment, vocabulary, reading and language comprehension, and writing.			

Lead Person/Position		Year of Training	
Brenda George, Director of Pupil Services/Casandra Jones, Administrator on Assignment		2023-2024	

Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	General Education Teachers Special Education Teachers

			Other

Description of Training
As part of a multi-year, systematic literacy improvement initiative, district staff including reading specialists, special education teachers, and primary elementary teachers will be gradually trained (in small cohorts) in the science of literacy through a professional learning course called Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS addresses found critical outcomes for effective literacy instruction: understanding the science of reading, putting research into practice, improving teacher effectiveness, and strengthening instruction. Some of the specific topics addressed through the training include theoretical models from reading science, phonology, basic and advanced phonics, screening and diagnostic assessment, vocabulary, reading and language comprehension, and writing.

Lead Person/Position		Year of Training	
Brenda George, Director of Pupil Services/Casandra Jones, Administrator on Assignment		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	3	Intermediate Unit	General Education Teachers Special Education Teachers Other

Description of Training
To ensure implementation integrity, district staff will receive additional training in Acadience Reading. The district currently uses Acadience Reading as a universal screening and progress monitoring tool at the elementary and middle school levels and a progress monitoring tool for high school students reading below grade level. Refresher training sessions will focus on the foundations, guidelines, administration, and scoring of assessments. Additional training will be provided on data interpretation, specifically the use o Acadience Reading data to inform instruction and improve reading outcomes.

Lead Person/Position		Year of Training	
Brenda George, Director of Pupil Services/ Casandra Jones, Administrator on Assignment		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1-3	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training

At the start of the 2022-2023 school year, the district will begin formally implementing a new core ELA program in grades K-7 and piloting in grade 8. K-5 staff will be implementing Open Court Reading. Staff will receive formal training in advance of the 2022-2023 school year to support initial implementation of core program components (foundational skills, reading & responding and language arts). Additional training will be provided on supplemental components including the English Language Development Kit, the Intervention Guide, and the ESL guide. Trianing will focus on how to utilize these supplemental components within a tiered framework (MTSS) as well as how to ensure that all learners can access grade level core instruction. On-going implementation support will be provided through individual classroom demonstrations and teacher coaching by curriculum specialists with classroom experience, customized workshops to meet the needs of our schools and district, as well as in-depth seminars to reflect on, refresh, and expand training. Staff in grades 6-8 will begin implementing Wit & Wisdom. Staff will receive formal training in advance of the 2022-2023 school year to support initial implementation of the program. Initial training will provide staff with an introduction to the curriculum's research foundation, learning design, approach to knowledge building and complex texts, and module and lesson components. Additional training will be provided on the curriculum's structure, practical planning tools and strategies, teaching writing the role of fluency and best practices for teaching it, and assessment. On-going implementation support will be provided through personalized professional development and coaching.

Lead Person/Position		Year of Training	
Brenda George, Director of Pupil Services/Casandra Jones, Administrator on Assignment		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District Other	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			

English and content teachers in grades 9-12 will receive training in evidence-based strategies to support reading comprehension, vocabulary, and content writing. During the 2022-2023 school year, training will focus on the Key Comprehension Routine, which includes a foundational set of research-based comprehension strategies that support listening and reading comprehension in any subject area. the routine includes main idea skills, text structure, top-down topic webs, two-column notes, summary, and question generation.

Lead Person/Position		Year of Training	
Casandra Jones, Administrator on Assignment/Brenda George, Director of Pupil Services		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	Other	Building Administrators Central Office Administrators

			General Education Teachers
			Special Education Teachers

Description of Training			
English and content teachers in grades 9-12 will receive training on the Key Vocabulary Routine, which incorporates a combination of direct and indirect instructional practices for teaching vocabulary including previewing vocabulary, activities for teaching related words, selecting words to teach in-depth, using context and word parts, and promoting word consciousness.			
Lead Person/Position		**Year of Training**	
Casandra Jones, Administrator on Assignment/Brenda George, Director of Pupil Services		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
English and content teachers in grades 9-12 will receive training on Keys to Content Writing, which includes practical strategies for teaching writing skills, how to use writing to support content learning, and how to provide scaffolds to students who need support.			
Lead Person/Position		**Year of Training**	
Casandra Jones, Administrator on Assignment/Brenda George, Director of Pupil Services		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
IEP 101 - Understanding the Special Education Process - This is a foundational training designed to explain the purpose of an IEP, how and when to request an IEP, the evaluation process, how to participate in the creation of the child's IEP, and additional resources to support parents through the special education process.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Increasing Parent Engagement - How and Why to stay involved - Engaged parents make excellent partners! Working together enhances student performance and promotes healthy development. Learn the main barriers that prevent parents and teachers from establishing and maintaining a strong partnership and how to address those barriers to strengthen engagement and communication between parents and schools.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Understanding Disabilities - Parents will learn about eligibility criteria for receiving special education services, disability categories as identified under IDEA, and the relationship between specific disabilities and providing access to a Free and Appropriate Public Education.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Transitioning to Kindergarten/Preparing for Graduation/Transition Planning - Post-Secondary Resources - Parents attending this session will break out into age/grade appropriate groups. Parents will learn what questions to ask, how to prepare their child or young adult for this exciting transition, and what resources are available to ensure a successful transition.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
IEP 101 - Understanding the Special Education Process - This is a foundational training designed to explain the purpose of an IEP, how and when to request an IEP, the evaluation process, how to participate in the creation of the child's IEP, and additional resources to support parents through the special education process.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Increasing Parent Engagement - How and Why to stay involved - Engaged parents make excellent partners! Working together enhances student performance and promotes healthy development. Learn the main barriers that prevent parents and teachers from establishing and maintaining a strong partnership and how to address those barriers to strengthen engagement and communication between parents and schools.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Understanding Disabilities - Parents will learn about eligibility criteria for receiving special education services, disability categories as identified under IDEA, and the relationship between specific disabilities and providing access to a Free and Appropriate Public Education.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
Transitioning to Kindergarten/Preparing for Graduation/Transition Planning - Post-Secondary Resources - Parents attending this session will break out into age/grade appropriate groups. Parents will learn what questions to ask, how to prepare their child or young adult for this exciting transition, and what resources are available to ensure a successful transition.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Parents

Description of Training			
IEP 101 - Understanding the Special Education Process - This is a foundational training designed to explain the purpose of an IEP, how and when to request an IEP, the evaluation process, how to participate in the creation of the child's IEP, and additional resources to support parents through the special education process.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

Description of Training
Increasing Parent Engagement - How and Why to stay involved - Engaged parents make excellent partners! Working together enhances student performance and promotes healthy development. Learn the main barriers that prevent parents and teachers from establishing and maintaining a strong partnership and

how to address those barriers to strengthen engagement and communication between parents and schools.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

Description of Training			
Understanding Disabilities - Parents will learn about eligibility criteria for receiving special education services, disability categories as identified under IDEA, and the relationship between specific disabilities and providing access to a Free and Appropriate Public Education.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

Description of Training			
Transitioning to Kindergarten/Preparing for Graduation/Transition Planning - Post-Secondary Resources - Parents attending this session will break out into age/grade appropriate groups. Parents will learn what questions to ask, how to prepare their child or young adult for this exciting transition, and what resources are available to ensure a successful transition.			
Lead Person/Position		**Year of Training**	
Special Education Supervisor		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

IEP Development

Description of Training
During the 2020-2021 school year, selected special education teachers participated in the IEP Institute training series, which provided scaffolded professional learning specific to IEP development. The training series, provided by the Chester County Intermediate Unit Training and Consultation Team, emphasized legally

defensible practices in the 5 key areas of IEP development. The teachers that participated in the series collaborated to provide turnaround training to the entire special education department. Building upon the IEP Institute training series, the district will provide targeted training to staff around IEP development with an emphasis on content rather than compliance. Training will span the 2022-2023, 2023-2024, and 2024-2025 school years and will focus on areas of need within the district including literacy, social-emotional learning, and behavior. Training will cover assessment, interpreting and summarizing assessment results, goal development, specially designed instruction, and LRE/placement.

Lead Person/Position		Year of Training	
Brenda George/Director of Pupil Services/ Special Education Supervisors		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	up to 6	District Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Description of Training
During the 2020-2021 school year, selected special education teachers participated in the IEP Institute training series, which provided scaffolded professional learning specific to IEP development. The training series, provided by the Chester County Intermediate Unit Training and Consultation Team, emphasized legally defensible practices in the 5 key areas of IEP development. The teachers that participated in the series collaborated to provide turnaround training to the entire special education department. Building upon the IEP Institute training series, the district will provide targeted training to staff around IEP development with an emphasis on content rather than compliance. Training will span the 2022-2023, 2023-2024, and 2024-2025 school years and will focus on areas of need within the district including literacy, social-emotional learning, and behavior. Training will cover assessment, interpreting and summarizing assessment results, goal development, specially designed instruction, and LRE/placement.

Lead Person/Position		Year of Training	
Brenda George/Director of Pupil Services/Special Education Supervisors		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	up to 6	District Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Description of Training
During the 2020-2021 school year, selected special education teachers participated in the IEP Institute training series, which provided scaffolded professional learning specific to IEP development. The training series, provided by the Chester County Intermediate Unit Training and Consultation Team, emphasized legally defensible practices in the 5 key areas of IEP development. The teachers that participated in the series collaborated to provide turnaround training to the entire

special education department. Building upon the IEP Institute training series, the district will provide targeted training to staff around IEP development with an emphasis on content rather than compliance. Training will span the 2022-2023, 2023-2024, and 2024-2025 school years and will focus on areas of need within the district including literacy, social-emotional learning, and behavior. Training will cover assessment, interpreting and summarizing assessment results, goal development, specially designed instruction, and LRE/placement.

Lead Person/Position		Year of Training	
Brenda George/Director of Pupil Services/Special Education Supervisors		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	up to 6	District Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Building Trauma Sensitive Schools

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
		Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

		Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Community Violence and Trauma - Supporting Youth and Building Resilience - This session focuses on the impact of community violence on youth and families. Information presented will highlight best practices for prevention and trauma intervention for your affected by community violence. Presenters will discuss key causes, major consequences, and professional responses related to community violence and its traumatic stress-related impacts on youth including developing specific goals for serving violence exposed youth.			
Lead Person/Position		**Year of Training**	
Brenda George - Director of Pupil Services		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
		District PaTTAN	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date
2022-07-25

Uploaded Files
Special Ed Plan Affirmation.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
Richard F. Dunlap Jr.
Date
2022-08-31