

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Interboro SD		125235103
<b>Address 1</b>		
900 Washington Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Prospect Park	PA	19076
<b>Director of Special Education Name</b>		
Rachel Lambert		
<b>Director of Special Education Email</b>		
rachel.lambert@interborosd.org		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
6104616700	1140	
<b>Chief Administrator Name</b>		
Mrs Bernadette C Reiley		
<b>Chief Administrator Email</b>		
bernadette.reiley@interborosd.org		

### Special Education Students

**Total Number of Students Receiving Special Education** 750

**School District Total Student Enrollment** 3314

**Percent of Students Receiving Special Education** 22.6

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Rachel Lambert	Director of Special Education	Interboro SD	rachel.lambert@interborosd.org
Ryan Snyder	Other	Interboro SD	ryan.snyder@interborosd.org
Valerie Eckman	Director of Curriculum	Interboro SD	valerie.eckman@interborosd.org
Mark Avitabile	Other	Interboro SD	mark.avitabile@interborosd.org
Bernadette Reiley	Superintendent	Interboro SD	bernadette.reiley@interborosd.org
Lori Lonergan	Special Education Teacher	Glenolden Sch	lorianne.lonergan@interborosd.org
Brad Kohlhepp	Building Principal	Kindergarten Academy	brad.kohlhepp@interborosd.org
Alex Harne	Other	Glenolden Sch	alexander.harne@interborosd.org
Eric Paterson	Other	Interboro SD	eric.paterson@interborosd.org
Mlesja Cubito	Building Principal	Glenolden Sch	miesja.cubito@interborosd.org

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

## Graduation (Indicator 1)

<b>Improvement and Planning Activity</b>
High school counseling team will be restructured so that all high school counselors work with special education students. Previously only 2 out of the 6 counselors were assigned to work with special education students. The change allows the counselors to have a smaller overall caseload and focus more on the individual student needs.
Implementation of a workforce coordinator who will provide students with employability skills and assist them with finding employment prior to graduation.
Develop a 4 year graduation plan in 9th grade for students to keep on pace for graduation with co-hort. Typically our students enter the county tech school for their junior and senior year, however some students need a 3 year program and end up staying an additional year with their IEP to complete the technical program.
Enhance credit recovery options for students earlier in their educational career if they may be behind pace for graduation.

## Drop Out (Indicator 2)

**Indicator not flagged at this time.**

## Assessment (Indicator 3)

**Indicator not flagged at this time.**

## Education Environments (Indicator 5)

**Improvement and Planning Activity**

Develop a team of educational stakeholders to meet and discuss professional development needs related to inclusionary practices. After needs are identified, all staff will be provided training on inclusionary practices and how to engage students with disabilities in the general education classroom to the maximum extent appropriate.

**Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

**Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

**Post-School Outcomes (Indicator 14)****Improvement and Planning Activity**

Increase amount of students with disabilities in college prep classes at the high school level. This will be done by looking closely at the least restrictive environment and correctly placing students in classes that will prepare them for higher education.

Provide courses in our high school program (college readiness courses) to reduce the number of students who may need to take remedial mathematics or English courses when enrolling in higher education.

Implementation of SMART futures to help guide students through what they want to do after graduation.

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

# Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

If we were a host site, we would attend all IEP meetings for students residing in the placement facility to ensure that the students are being educated in the least restrictive environment. Like any of our students, we would monitor their progress while in a 1306 facility. If they were not making progress, we would proceed through the child find process. If after the process, and evaluation warranted an IEP. The student would be assigned an IEP casemanager (either at the facility or through Interboro). The student's progress would be monitored and analyzed through an IEP with a certified special education teacher. The parent would remain as part of the IEP team or a court appointed IEP surrogate.

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

As the funding district for students who are residing in a residential facility, we continue to attend the meetings to ensure successful transition back to students home school. When students are preparing to return to district, there is a scheduled discharge meeting, where all parties that will work with the student moving forward would attend so they could ask any questions to ensure a smooth transition back to the school setting or the setting in which the team agreed upon. Thereafter, Interboro would remain as the LEA and continue to monitor the student's progress.

## 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).**

As the LEA for students who may be incarcerated and already qualify for special education, we attend all meetings regarding the educational programming for students to ensure that they are being provided FAPE and are on pace for graduation. When students are incarcerated we are notified and follow our district protocols for child find and ensuring FAPE is provided.

## Least Restrictive Environment

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

Interboro's state percentage of students who are served inside the regular class 80% or more of the day is currently at 40.3% compared to the state average of 61.5% according to the 2019- 2020 SEDR report. Due to the district being below the state percentage, we have noted this as an area of weakness. Therefore, the district has formulated an inclusionary committee that is analyzing ways that students can be more included in the general education classroom setting. The committee is looking at differentiated instruction, how to modify and adapt curriculum and assessments so that they can be accessed by all students. the committee will meet regularly and will provide opportunities for professional learning in the areas mentioned above. In addition, the district continues to build upon attendance for students identified across the district, but specifically the high school. We have made great improvements in this area, building in more time for SAIPs, and time with school counselors. Each student meets with their counselor at least once a quarter. With these additional interventions, we have seen an increase number of special education students who are graduating with their cohort. Special Education graduation rates was a weakness in the district but each year we are making positive progress in that area. Currently our goals in these area for the ATSI plan include 55.7% of students with disabilities will have an attendance rate greater than 90% and 81.2% of our students will graduate with their cohorts. Each year the district analyzes the students that are placed out of district and whether with increased support in district or skills they have learned out of district, are they able to return to district is questioned. We meet with the families and the schools they are currently attending to see what supports they would need in district to be successful. This year we are able to have two students return to district. All of these areas highlight the data that shows Interboro is making efforts and including additional interventions to increase the LRE for identified students.

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

The district provides a reading specialists in all of the community schools to provide support students in kindergarten through 4th grade. The district provides a K-2 literacy coach to provide training and support. Each building has a child study team to identify students who may need additional support academically. To help address the social and emotional needs the district works with our local IU in development of our PBIS programs. The district has 4 behavior specialists in our district to provide support to classroom teachers and building level teams in regards to development of behavior plans, training in de-escalation techniques, implementation of behaviors plans, and to serve on IEP teams as another resource. The district also employees 4 school social workers that assist with the coordination of SAP teams and outside supports for the students in the Interboro School District.

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

A team of teachers, administrators and central office staff was developed to discuss inclusionary practices. This committee was formed from the results of the SEDR report to address the district's current state of inclusion. Interboro's averages were below the state averages and the special education department addressed this as an area of focus. The committee discussed current practices that have supported special education students in the regular education classroom as well as examined areas that could be improved. In the area academics, we have adopted new curriculum that support the needs of all learners. in conjunction with the curriculum department resources and interventions were purchased to bridge the gap for struggling learners. The committee sent a survey to all teachers to determine future professional development areas so that they have more skills to meet the needs of all learners in the general education classroom. The committee will continue to meet over the summer and throughout the school year as well offer professional development opportunities.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**  
Students with disabilities are provided a variety of supplementary aids and services that meet the student's individual needs. Students are provided nurses that will travel with them to extracurricular and even ride the bus as needed. Other students are provided special equipment that may be needed to access extracurricular activities. Translators or AAC devices are provided so that our non verbal students can participate in clubs and activities. Teachers advocate for their students on their caseload to ensure they have access to any extracurricular activities that they have interest.
5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**  
The district LEA attends all students in private institution meetings and provides information to the team regarding information about extracurricular activities that their child could participate. All information is accessible on the website for any district member. We invite students to attend their district graduation when the student is ready to accept their diploma. Students are invited to dances and proms sponsored by the school. Students who want to participate in sports or extracurricular activities are always encouraged to do so.
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)**  
Throughout the last couple of years we have continued to build our in-district programs. We now have an autistic continuum of services from K- 12. Students are supported with their various needs throughout the years and are provided OT, PT, Speech and sensory needs in the general education setting. In addition, we have built our emotional support services from K-12 as well. We have mental health supports built in throughout their day and years so that students can regulate their emotion in a regular school setting. We continue to provide a life skills continuum from K-12. All learning supports are able to receive their supports at Interboro school district. Each year, we evaluate with the team for our students who attend out of district school environments to determine if the student could return to the district setting with the supports we are able to provide. We continue to build our partnerships with outside service providers who provide additional supports to our students. These supports help the student feel more included and able to function in a regular school setting.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
DCIU Marple Education Center	Other	Intermediate Unit Program	Delaware County Intermediate Unit	Autistic Support	3
DCIU Marple Education Center	Other	Intermediate Programs	Delaware County Intermediate Program	Life Skills Support	2

DCIU Marple Education	Other	Intermediate Program	Delaware County Intermediate Program	Multiple Disabilities Support	1
Child Guidance Resource Center	Other	Private	Child Guidance Resource Center	Emotional Support	2
George Crothers Memorial School	Approved Private School (APS)		George Crothers Memorial School	Multiple Disabilities Support	2
George Crothers Memorial School	Approved Private School (APS)		George Crothers Memorial School	Life Skills Support	1
DCIU Marple Education Center	Other	Intermediate Program	DCIU Intermediate Program	Emotional Support	2
Hilltop Preparatory School	Other	Private	Hilltop Preparatory School	Autistic Support	1
Lifeworks School	Other	Private	Lifeworks	Emotional Support	1
Wediko School	Other	Private	Wediko School	Emotional Support	1
St. Katherine Day School	Other	Private	St. Katherine	Multiple Disabilities Support	1
Timothy School	Other		Timothy School	Multiple Disabilities Support	1
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	1
Y.A.L.E School Cherry Hill	Other	Private	Y.A.L.E School Cherry Hill	Autistic Support	2
Y.A.L.E School Cherry Hill	Other	Private	Y.A.L.E School Cherry Hill	Multiple Disabilities Support	1
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1

## Positive Behavior Support

### Date of Approval

2019-09-18

### Uploaded Files

BoardDocs® LT.pdf

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

The district has a well staffed support team that includes social workers, school counselors, and school psychologists. Students with disabilities that have specific needs related to their social and emotional needs have direct access and services provided by this support team. Some examples include social skills groups, lunch bunches, individual and group counseling, etc. Our district has a SAP team in each building that consists of multiple stakeholders such as behavioral support personnel, special education administration, building level administration, social workers, school psychologists, counselors, and teachers. The school social workers connect with outside agencies to attend our SAP meetings as community representatives to connect our students with needs to the correct outside service provider.

**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.**

Interboro has 4 staff certified to train others in the use of Safety Cares from QBS. All staff have been trained in de-escalation techniques and responses to behavior based on a least to more approach. Multiple staff in each building are trained through Safety-Cares to provide immediate response when necessary. Our buildings have communication tools available for the staff who are trained in providing immediate assistance. Buildings are equipped with calm down areas, flexible seating, and de-escalation areas for students to utilize in moments of crisis. Core PBIS teams have provided training to the entire staff in regards to the district tier 1 PBIS program. All staff attend Lakeside Trauma 101 training provided by district trainers. These focused on working with students who may have experienced trauma and the best ways to meet their needs.

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

Each building has a developed and implemented PBIS core team that partners with the county intermediate unit to implement the program. Currently all schools have met the state requirement of fidelity. Buildings have developed and trained their staff and students on expectations, behavior matrix, and the difference between major and minor infractions. Lessons are taught on the expectations to the students in the beginning of each school year and reminder lessons throughout the year. The district has a core PBIS team that meets with building level teams monthly. This year the district has begun to train a core team on tier 2 interventions. At our Kindergarten, a universal screener is implemented.

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

Each building has a behavioral health support team that includes a school social worker, school psychologist, school counselor, and nurse. The district has a behavior support team that consists of 4 professionals who are trained in implementing individualized behavior support plans, conducting FBAs, and providing coaching/universal strategies to be used in the classroom. The district partners with outside organizations to provide behavior and mental health services to our students during the school day as well as resources for families to pursue outside of the school day.

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

The district utilizes the Safety Cares Training provided by QBS. Our district has 4 staff members certified to train our personnel. In the event a student needs restraint our trained personnel utilize the safety cares techniques. Safety Cares teaches that the use of physical management is only used when students exhibit behaviors that could cause serious harm to themselves or others. If a restraint occurs an internal form is filled out that provides the information that is needed to fill out the RISC form for Pennsylvania. Parents are informed the day of the restraint and offered a date for an IEP meeting. The team will debrief within 2 days of the incident and reviews any changes that may be needed for the IEP or steps moving forward. The district has a restraint policy.

## 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.**

Currently our district has one student who is placed on instruction conducted in the home. Due to COVID this was the least restrictive environment for this student due to their medical complexity.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FR High School	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>
Interboro SHS

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RP High School	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GP High School	Secondary	Full-time (1.0)	06/14/2022 09:21 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SO High School	Secondary	Full-time (1.0)	06/10/2022 01:27 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PM High School	Secondary	Full-time (1.0)	06/10/2022 01:16 PM

<b>Building Name</b>		
Interboro SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Interboro SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SK High School	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

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

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TH High School	Secondary	Full-time (1.0)	06/06/2022 12:46 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KH High School	Secondary	Full-time (1.0)	07/14/2022 08:49 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SH High School	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KGer High School	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KG High School	Secondary	Full-time (1.0)	06/06/2022 12:37 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
This teacher has the caseload management for the students who remain in school past their graduation year. These students, when attending class are together and do not exceed the age range for the classroom.		0.55

<b>Building Name</b>		
Interboro SHS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WF High School	Secondary	Full-time (1.0)	06/06/2022 12:32 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IF High School	Secondary	Full-time (1.0)	06/06/2022 12:30 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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AB High school	Secondary	Full-time (1.0)	06/06/2022 12:28 PM
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<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		

<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AG High School	Secondary	Full-time (1.0)	06/06/2022 12:26 PM

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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SB High School	Secondary	Full-time (1.0)	06/06/2022 12:25 PM
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<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		

<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Nor	Multiple	Full-time (1.0)	06/06/2022 12:19 PM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This position services our students with speech and language support, however these students are never in the same classroom together		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS NOR	Elementary	Full-time (1.0)	06/06/2022 12:09 PM

<b>Building Name</b>	
Norwood Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KN Nor	Elementary	Full-time (1.0)	06/06/2022 12:07 PM

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

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

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		

Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TL NOR	Secondary	Full-time (1.0)	06/06/2022 11:54 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ML NOR	Secondary	Full-time (1.0)	06/06/2022 11:51 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		

Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KH Nor	Secondary	Full-time (1.0)	06/06/2022 11:46 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AD Nor	Elementary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC Nor	Secondary	Part-time (0.5)	06/06/2022 12:07 PM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CB Nor	Elementary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KBR PP	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KB PP	Secondary	Full-time (1.0)	05/27/2022 11:16 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LC PP	Elementary	Full-time (1.0)	05/27/2022 11:14 AM

<b>Building Name</b>		
Prospect Park Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

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

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
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<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.12	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SD PP	Elementary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF PP	Elementary	Full-time (1.0)	05/27/2022 11:10 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
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<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AH PP	Elementary	Full-time (1.0)	05/27/2022 11:08 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KK PP Speech	Multiple	Full-time (1.0)	05/27/2022 11:12 AM

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<b>Building Name</b>
Prospect Park Sch

<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
This position services our students with speech and language support, however these students are never in the same classroom together		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS Speech Multi	Multiple	Full-time (1.0)	06/14/2022 09:25 AM

<b>Building Name</b>		
Norwood Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This position services our students with speech and language support, however these students are never in the same classroom together		0.08

<b>Building Name</b>
Prospect Park Sch
<b>Support Type</b>
Speech And Language Support

<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Interboro SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AW PP	Secondary	Full-time (1.0)	05/27/2022 11:03 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CP PP	Elementary	Full-time (1.0)	05/27/2022 11:02 AM

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>Building Name</b>		
Prospect Park Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BB KA	Elementary	Full-time (1.0)	05/27/2022 10:57 AM

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

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

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MM KA	Elementary	Full-time (1.0)	05/27/2022 10:45 AM

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CJ KA	Elementary	Full-time (1.0)	05/27/2022 10:44 AM

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Kindergarten Academy		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KG	Multiple	Full-time (1.0)	04/25/2022 01:54 PM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

This position services our students with speech and language support, however these students are never in the same classroom together	0.32
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH	Secondary	Full-time (1.0)	04/25/2022 01:53 PM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KK	Elementary	Full-time (1.0)	04/25/2022 01:51 PM

<b>Building Name</b>		
Tinicum Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.2
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<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AD	Secondary	Full-time (1.0)	06/20/2022 09:48 AM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JW	Secondary	Full-time (1.0)	04/25/2022 01:48 PM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Tinicum Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CM	Elementary	Full-time (1.0)	04/25/2022 01:47 PM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC Tln	Elementary	Full-time (1.0)	06/06/2022 11:37 AM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JC Tin	Elementary	Full-time (1.0)	04/25/2022 01:45 PM

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Tinicum Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KD	Multiple	Full-time (1.0)	04/25/2022 01:42 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
This position services our students with speech and language support, however these students are never in the same classroom together	0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SM	Multiple	Full-time (1.0)	04/25/2022 01:41 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Multiple	8 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
This position is the case manager for hearing support from our IU		0.04

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		29
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This position services our students with speech and language support, however these students are never in the same classroom together		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LL	Elementary	Full-time (1.0)	04/25/2022 01:39 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
This position is the case manager for a virtual student .		0.02

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MR	Multiple	Full-time (1.0)	04/25/2022 01:37 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Glenolden Sch		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
This position is the case manager for the age range of students. They are never in the same classroom together.		0.06

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	9 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This position is the case manager for the age range of students. They are never in the same classroom together.		0.33

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KQ Glen	Secondary	Full-time (1.0)	06/06/2022 12:04 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JM Glen	Elementary	Full-time (1.0)	06/06/2022 12:04 PM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>
Glenolden Sch

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

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MG Glen	Elementary	Full-time (1.0)	06/06/2022 11:37 AM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC Glen	Elementary	Full-time (1.0)	06/06/2022 11:36 AM

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KM Glen	Elementary	Full-time (1.0)	05/27/2022 10:39 AM

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

<b>Building Name</b>		
Glenolden Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>Building Name</b>		
Glenolden Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Kindergarten Academy		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 28 feet, 0 inches	588sqft	21
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Kindergarten Academy		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

2 Assurance Check

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

Building Name		Room #
Norwood Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 0 inches	285sqft	10
Implementation Date		
2019-07-01		
Uploaded Files		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		406
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 19 feet, 0 inches	304sqft	10
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		401
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 34 feet, 0 inches	918sqft	32
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		403
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 33 feet, 0 inches	1089sqft	38
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		203
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 29 feet, 0 inches	696sqft	24
<b>Implementation Date</b>		
2022-06-14		
<b>Uploaded Files</b>		

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**8 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		214
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**9 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		327
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Norwood Sch		325
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**11 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**12 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**14 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		206
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**15 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		113
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		114
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Tinicum Sch		Speech
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 12 feet, 0 inches	204sqft	7
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		123
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**20 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		107
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**21 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		125
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 36 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		116
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**23 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		210
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**24 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		213
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

25Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		218
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**26 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		221
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**27 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Prospect Park Sch		216
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

28Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		16
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**29 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		44
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**30 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		38
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		19
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**32 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		40
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**33 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		41
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

#### 34Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		17
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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**35 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		Speech (Main)
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 8 feet, 0 inches	112sqft	4
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

**36 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Glenolden Sch		Speech (Guidance)
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 8 feet, 0 inches	80sqft	2
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		100
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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38 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		101
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

39 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		200
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		201
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 32 feet, 0 inches	928sqft	33
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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41 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		219
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

42 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		231
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 40 feet, 0 inches	1080sqft	38
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

#### 43Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		234
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 14 feet, 0 inches	434sqft	15
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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44 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		235
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

45 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		236
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

#### 46Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		237
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

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47 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Interboro SHS		313
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
46 feet, 0 inches x 12 feet, 0 inches	552sqft	19
<b>Implementation Date</b>		
2019-07-01		
<b>Uploaded Files</b>		

48 Assurance Check

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



## Special Education Support Services

### 49Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
Physical Therapist	1.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	District
Director of Special Education	1.0	District Wide	District
Occupational Therapist	.6	District Wide	District
Social Worker	1.0	District Wide	District
Social Worker	1.0	District Wide	District
Social Worker	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Guidance Counselor	1.0	Elementary	District
Social Worker	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Other	1.0	District Wide	District



## Special Education Personnel Development

### Autism

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Rachel Lambert/Shannon Staley/Ryan Snyder/Alicia Brough			
Hours Per Training	Number of Sessions	Provider	Audience
6	10	District	Building Administrators Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Tier 2 PBIS			
Lead Person/Position		Year of Training	
Stephanie Szczepkowski/DCIU TAC			
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Other

Description of Training			
Restorative Practice			
Lead Person/Position		Year of Training	
Joyce Mundy/DCIU			
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit	Building Administrators Central Office Administrators

			Special Education Teachers
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Description of Training			
SWIS training			
Lead Person/Position		Year of Training	
Bria Hoey/DCIU			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

### Paraprofessional

Description of Training			
Barton Training			
Lead Person/Position		Year of Training	
Shelley Campbell			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Special Education 101			
Lead Person/Position		Year of Training	
Ryan Snyder/Supervisor of Special Educaiton			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

<b>Description of Training</b>			
Classroom Management Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Staley/Behavior Specialist			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
Preparing for Cyclical Monitoring – A Focus on Secondary Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PATTAN/Self Paced Modules			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6-10	Self- paced	PaTTAN	Building Administrators Special Education Teachers

<b>Description of Training</b>			
Indicator 13			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Laurie Newsome			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Individual Coaching Sessions for Transition Age Special Education Teachers			

Lead Person/Position		Year of Training	
Laurie Newsome and Kelly Fager			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Description of Training			
Transition Matrix Creation			
Lead Person/Position		Year of Training	
Laurie Newsome/ Rachel Lambert/Ryan Snyder			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

### Science of Literacy

Description of Training			
Orton Gillinham Phonics Training			
Lead Person/Position		Year of Training	
Jean Rishel/ OG consultant			
Hours Per Training	Number of Sessions	Provider	Audience
8	5	Other	General Education Teachers Special Education Teachers

Description of Training	
Benchmark Advance Training for new curriculum ( Knowledge base building for science of reading)	
Lead Person/Position	Year of Training

Consultant from Benchmark Advance			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	Other	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Project CHAT- Anxiety in Children			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Margaret Crane- Temple			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Move this World- Behavior Supports for Home			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Move this World- Laura Wendelin			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	General Education Teachers Parents Special Education Teachers

## IEP Development

Description of Training			
Measurable Annual Goal Training			
Lead Person/Position		Year of Training	
Laurie Newsome			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training			
IEP 101			
Lead Person/Position		Year of Training	
Laurie Newsome			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date  
2022-07-07

### Uploaded Files

Spec Ed Affirmation Phelps Signature.pdf

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

### Superintendent/Chief Executive Officer

Bernadette C. Reiley

### Date

2022-08-04

