

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 387

School District Total Student Enrollment 2117

Percent of Students Receiving Special Education 18.3

Steering Committee

Name	Position/Role	Building	Email
Kate Costenbader	Other	Schuylkill Valley SD	kcostenbader@schuylkillvalley.org
Janet Heilman	Superintendent	Schuylkill Valley SD	jheilman@schuylkillvalley.org
Crystal Cammauf	Special Education Teacher	Schuylkill Valley HS	ccammauf@schuylkillvalley.org
Michelle Rowles-Cranmer	Special Education Teacher	Schuylkill Valley HS	mrowles@schuylkillvalley.org
Lisa Krockner	Other	Schuylkill Valley El Sch	lkrockner@schuylkillvalley.org
Naomi MacDougal	Parent	Schuylkill Valley SD	naomimac@comcast.net
Christine Wysocki	General Education Teacher	Schuylkill Valley MS	cwysocki@schuylkillvalley.org
Jenny Rexrode	Building Principal	Schuylkill Valley HS	jrexrode@schuylkillvalley.org
Melissa Brewer	Director of Special Education	Schuylkill Valley SD	mbrewer@schuylkillvalley.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)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Tower Behavioral Health	Other	Drug and Behavioral Health	Other	27

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
The District works collaboratively, within the confines of a contract with the Intermediate Unit #14, to provide education to the students of the Tower Behavioral Health facility.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The District works collaboratively, within the confines of a contract with the Intermediate Unit #14, to provide successful transitions to the students of the Tower Behavioral Health facility and their 1306 placement.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Berks County Jail System	Adult Correctional Facility	Other	17

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).
Through ongoing and collaborative efforts between the District and the Intermediate Unit #14, incarcerated youth are monitored through academics and documentation from their resident district or last known resident district. If students are already classified as special education, IEP meetings are conducted by the IU staff and the District to ensure student needs are being properly addressed. Furthermore, for students who are not yet found through the Child Find process, a close watch of their progress through their programming will assist the team to determine whether or not an initial evaluation for provision of services is appropriate.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
*Co-teaching in high school and middle school across all core areas of instruction; Professional development on co-teaching and creating common planning time to support staff; Careful consideration of dynamics of staff working in those settings; Intentional placement and use of paraprofessional staff in working with students on both behavioral and academic goals; Careful attention to accommodations that may benefit students; Alignment and understanding of roles and responsibilities of administration, teaching and para staff to support student success and ongoing success of programming. *Priorities for push-in instruction for Special Education students in the elementary setting; Access to PD to support students' access to regular education content and instruction. *Behavioral and emotional support for those students in the regular education setting and additional para support in those settings. Appropriate use of Behavioral Specialists to support students. Access to PD to support students' behavioral success in all classroom settings. *Screening and Tier 1 speech supports for primary aged students to better screen early so interventions can be targeted prior to identification.
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 utilizes the data gathered from the evaluation and re-evaluation process and progress monitoring to make informed decisions regarding the academic and social/emotional needs of identified students. The information is then shared with the IEP team to be incorporated into a student's IEP. At the middle school level, monthly academic and nonacademic meetings are held to discuss students' needs with the learning support teacher, learning support aide, regular education teachers, school counselor, and principals. The district has work to do to support Child Study practices in all grade spans. The elementary and middle school have developed PBIS frameworks for behavioral expectations and the reteaching of desired behaviors.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
Students are supported within the general education setting to the maximum extent possible in their least restrictive setting. Training in co-teaching at the middle and high school levels supports these efforts. To the greatest extent possible, students who receive a good bit of their programming in the Special Education classroom are integrated into the school day and in school activities to the greatest extent possible with trained staff. In several instances across all grade spans, special education staff utilize curricular materials that are also used in the regular education setting. Classroom materials and assessments are modified for use with our special education students. Finally, programming at the high school is moving toward placement of the majority of SE students in regular education setting with proper supports. At every turn, we strive to integrate all special education students in the regular ed. setting and provide training and support to staff to accomplish this.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
*Full access to school day Extra-Curricular (EC) programming with supports as needed. *Paraprofessional Support as needed for EC programming outside the school day. *Training/Orientation and/or PD for coaches and advisers as needed.
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?
This is most definitely an area of growth in terms of private placements we seek for Special Education students. In some settings, the population is both RE and SE, so the integration happens by nature of this varied population. To my best knowledge, we are not intentional in inviting students in private placements to engage in our extra-curricular programming. Board policies surely exist to support these opportunities for privately placed students. We will work on this.

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)

*ES and AS in each building as a way of supporting K-12 emotional support and autistic support programming *Social/Emotional programming K-12

*Continued transition programming for post-secondary readiness could always use improvement *Speech screening and intervention in an attempt to reduce evaluation needs. *Co-treating goals for low incidence students with related service providers

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Academy	Licensed Private Academic		River Rock Academy	Autistic Support	2
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	2
Devereux Mapleton Schools	Approved Private School (APS)		Devereux Schools	Emotional Support	1
New Story - Perkiomen	Licensed Private Academic		New Story Schools	Emotional Support	1
Malvern Academy	Licensed Private Academic		Malvern Academy	Emotional Support	2
A.N.G.E.L Center Children's Home of York	Licensed Private Academic		IU12	Emotional Support	1
Cottage Seven Academy	Approved Private School (APS)		Cottage Seven Academy	Emotional Support	1

Positive Behavior Support

Date of Approval
2021-09-27

Uploaded Files

Positive Behavior Supports Policy.pdf

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

Students are supported emotionally and socially through their IEPs. Specially designed instructions and related services, such as social skills training, small group counseling, and social/emotional programming are provided for students. Students are given opportunities to engage in real-world activities that involve social interaction during community-based instruction. The district maintains the priority to provide access for students to all activities that promote social emotional wellbeing.

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

The District immobilizes the strategies and protocols of Safety Care, created by QBS, to train district staff who work directly with students requiring higher levels of behavioral supports. Additionally, the District contracted BCBA provides direct supports to staff in the area of behavioral interventions, positive behavior supports, and de-escalation techniques.

3. Describe the district positive school wide support programs.

PBIS frameworks have been established at both the elementary and middle level with ongoing work needed to fully integrate those frameworks in the daily work of our schools. Assistant principals have taken the lead at both levels to create teams to define the elements of PBIS such as creating behavioral expectations for all students. The development of reinforcers and rewards at both levels is in process. At this time, a PBIS framework at the high school is not defined. This is an area of growth for our district. The district is also in need of clearly delineating a MTSS model of behavioral intervention across elementary, middle and high school. While elements of behavioral MTSS are in place at all levels, the framework is not clearly defined.

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

At a Tier I level, all students have access to School Counselors and School Nurse. Students with behavioral services identified as needs per their IEPs may have access to regularly-scheduled counselor support as well as School Psychologist services. Students who have been identified with more extensive needs are referred to our SAP program. This process may yield recommendations for counseling services, school-based or otherwise. Our district contracts with a county behavioral health service provider these recommendations, but families are free to seek other counseling options.

5. Describe the district restraint procedure.

The District utilizes the protocols and procedures found within Safety Care as their restraint methods. Restraints are used as a last resort when all other Safety Care approved de-escalation strategies are exhausted. The District also employs the offering of an IEP meeting to discuss the restraint and provides documentation to the families regarding the incident. That information is then placed within the RISC reporting portal for the state.

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.

At this time, there are not any areas of concern with students who are placed on Instruction Conducted in the Home. Furthermore, the District does not have any students at substantial risk of waiting more than 30 days for educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DG0201	Elementary	Full-time (1.0)	06/21/2022 03:49 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0

Building Name		
Schuylkill Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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DC0223	Secondary	Full-time (1.0)	06/21/2022 03:33 PM
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Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF0203	Secondary	Full-time (1.0)	06/21/2022 03:50 PM

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14

Age Range Justification	FTE %
	0.08

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0327	Multiple	Full-time (1.0)	06/21/2022 02:46 PM

Building Name		
Schuylkill Valley SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 19
Age Range Justification		FTE %
SLP provides service across the district; This SLP is a contractor.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH0820	Elementary	Full-time (1.0)	11/10/2021 03:11 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	
Itinerant (20% or Less)	59	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification	FTE %	
	0.91	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KH1213	Elementary	Full-time (1.0)	06/21/2022 02:50 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	

Itinerant (20% or Less)		62
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ZB0424	Secondary	Full-time (1.0)	06/21/2022 02:57 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Schuylkill Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Schuylkill Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WL0316	Secondary	Full-time (1.0)	06/21/2022 02:58 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Schuylkill Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TK1126	Secondary	Full-time (1.0)	06/21/2022 02:59 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC1107	Secondary	Full-time (1.0)	06/21/2022 03:05 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
outside of the age range; 5 year span		0.84

Building Name		
Schuylkill Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
outside of the age range; 5 year span		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SR0513	Secondary	Full-time (1.0)	06/21/2022 03:06 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.55

Building Name		
Schuylkill Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.05

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS60522	Secondary	Full-time (1.0)	06/21/2022 03:07 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Schuylkill Valley HS		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MR1016	Secondary	Full-time (1.0)	06/21/2022 03:09 PM

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Schuylkill Valley HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Schuylkill Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SG0125	Secondary	Full-time (1.0)	06/21/2022 03:11 PM

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.9

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS0511	Secondary	Full-time (1.0)	06/21/2022 03:21 PM

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7

Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Schuylkill Valley MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Schuylkill Valley MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0527	Secondary	Full-time (1.0)	06/21/2022 03:22 PM

Building Name		
Schuylkill Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Schuylkill Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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JM1224	Secondary	Full-time (1.0)	06/21/2022 03:24 PM
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Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GM0627	Secondary	Full-time (1.0)	06/21/2022 03:25 PM

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

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD0420	Secondary	Full-time (1.0)	06/21/2022 03:29 PM

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.26

Building Name		
Schuylkill Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.6

Building Name		
Schuylkill Valley MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM0908	Elementary	Full-time (1.0)	06/21/2022 03:37 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.32

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

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB0531	Elementary	Full-time (1.0)	06/21/2022 03:40 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.28

Building Name		
Schuylkill Valley El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Schuylkill Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RO0408	Elementary	Full-time (1.0)	06/21/2022 03:41 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JJ0216	Elementary	Full-time (1.0)	06/21/2022 03:50 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Schuylkill Valley El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB0914	Elementary	Full-time (1.0)	06/21/2022 03:50 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Schuylkill Valley El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CL0526	Elementary	Full-time (1.0)	06/21/2022 03:46 PM

Building Name		
Schuylkill Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.26

Building Name		
Schuylkill Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0

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

Special Education Facilities

Building Name		Room #
Schuylkill Valley El Sch		C205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2021-10-25		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Schuylkill Valley HS		B61
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
Implementation Date		
2021-10-26		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Schuylkill Valley El Sch		B202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 12 feet, 0 inches	360sqft	12
Implementation Date		
2021-10-26		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Schuylkill Valley El Sch		A136
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 16 feet, 0 inches	288sqft	10
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley El Sch		E122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2021-10-26		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
Schuylkill Valley El Sch		A137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 16 feet, 0 inches	288sqft	10
Implementation Date		
2021-10-26		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Schuylkill Valley El Sch		B203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 21 feet, 0 inches	336sqft	12
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley El Sch		C204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2021-10-26		
Uploaded Files		

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8Assurance Check

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

Building Name		Room #
Schuylkill Valley El Sch		C201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2021-10-26		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Schuylkill Valley MS		A223
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-10-26		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Schuylkill Valley MS		A227
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2021-10-26		
Uploaded Files		

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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	

Building Name		Room #
Schuylkill Valley MS		A229
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley MS		A108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
Implementation Date		
2021-10-26		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Schuylkill Valley MS		A203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 40 feet, 0 inches	960sqft	34
Implementation Date		
2021-10-26		
Uploaded Files		

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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	

Building Name		Room #
Schuylkill Valley MS		A222
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley MS		C208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley MS		A103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2021-10-26		
Uploaded Files		

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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	

Building Name		Room #
Schuylkill Valley MS		A125H
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 10 feet, 0 inches	120sqft	4
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley HS		C8
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2021-10-26		
Uploaded Files		

19 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 #
Schuylkill Valley HS		C6
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 23 feet, 0 inches	667sqft	23
Implementation Date		
2021-10-26		
Uploaded Files		

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20Assurance Check

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

Building Name		Room #
Schuylkill Valley HS		F203
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-10-26		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Schuylkill Valley HS		F106
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Building Name		Room #
Schuylkill Valley HS		F206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2021-10-26		
Uploaded Files		

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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	

Building Name		Room #
Schuylkill Valley HS		A65
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 19 feet, 0 inches	665sqft	23
Implementation Date		
2021-10-26		
Uploaded Files		

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	

Special Education Support Services

25Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Other	1	Elementary	Contractor
School Psychologist	3	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Guidance Counselor	2	Secondary	District
Occupational Therapist	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Director of Special Education	1	District Wide	District
Paraprofessionals	9	Secondary	District
Paraprofessionals	15	Secondary	District
Paraprofessionals	22	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
Director of Special Education		2021-22	
Hours Per Training	Number of Sessions	Provider	Audience
At discretion of SD	on going	PaTTAN	Paraprofessionals Special Education Teachers Other

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
Per plan with PaTTAN	on going/details in progress	Intermediate Unit Other	Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
Director of Pupil Services		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
Per plan with PaTTAN	ongoing/details in progress	District PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Other

Positive Behavior Support

Description of Training			
HS PBIS - Introduction			
Lead Person/Position		Year of Training	
HS Principal/HS Asst. Principal		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
MS PBIS - 2nd Year of Implementation			
Lead Person/Position		Year of Training	
MS Principal/MS Asst. Principal		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training

ES PBIS - 2nd Year of Implementation			
Lead Person/Position		Year of Training	
ES Principal/ES Asst. Principal		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
HS PBIS - 2nd Year of Implementation			
Lead Person/Position		Year of Training	
HS Principal/HS Asst. Principal		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Other

Paraprofessional

Description of Training			
Paraprofessional Academy			
Lead Person/Position		Year of Training	
Director of Special Education		2021-22	
Hours Per Training	Number of Sessions	Provider	Audience

20	6	Intermediate Unit	Paraprofessionals
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Description of Training			
Paraprofessional Academy			
Lead Person/Position		Year of Training	
Director of Special Education		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
20	6	Intermediate Unit	Paraprofessionals

Description of Training			
Paraprofessional Academy			
Lead Person/Position		Year of Training	
Director of Special Education		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
20	6	Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Best Practices in SE for Paras.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Paraprofessionals Special Education Teachers

Description of Training

Best Practices in SE for Paras.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Paraprofessionals Special Education Teachers

Description of Training			
Schoolology for Paras.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Paraprofessionals

Description of Training			
Fundamentals of ABA/De-escalation Strategies			
Lead Person/Position		Year of Training	
District BSC Contractor		22-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
IEP Transition Planning Best Practice			
Lead Person/Position		Year of Training	
Director of Pupil Services		22-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Director of Pupil Services		22-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Director of Pupil Services		23-24	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit	Building Administrators Central Office Administrators

		PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Sonday Systems			
Lead Person/Position		Year of Training	
Director of Pupil Services		22-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Building Administrators Special Education Teachers

Parent Training

Description of Training			
Overview of Pupil Services Function at SVSD			
Lead Person/Position		Year of Training	
Director of Pupil Services		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Parents

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Director of Pupil Services		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience

in development	in development	District Intermediate Unit PaTTAN	Parents
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IEP Development

Description of Training			
IEP Development Best Practice			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Building Administrators Special Education Teachers

Description of Training			
IEP Development Best Practice Refresher			
Lead Person/Position		Year of Training	
Director of Pupil Services		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Special Education Teachers

Description of Training			
Best Practice 504 Development			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience

Director of Pupil Services	in development	Other	Building Administrators Other
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Description of Training			
easyCBM Training for Progress Monitoring			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Special Education Teachers

Special Education Audit

Description of Training			
Consultation for Best Practice			
Lead Person/Position		Year of Training	
Director of Pupil Services/Superintendent		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

SEL

Description of Training

Consultation for Best Practice			
Lead Person/Position		Year of Training	
Director of Pupil Services/Superintendent		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Trauma-Informed Practices

Description of Training			
Consultation for Best Practice			
Lead Person/Position		Year of Training	
Director of Pupil Services/Superintendent		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

MTSS Academic and Behavioral Frameworks

Description of Training
Consultation for Best Practice

Lead Person/Position		Year of Training	
Director of Pupil Services/Superintendent		Yearly	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
MTSS Development K-12			
Lead Person/Position		Year of Training	
Director of Pupil Services/Assistant Superintendent		22-23	
Hours Per Training	Number of Sessions	Provider	Audience
in development	in development	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

