

Chester-Upland SD
Special Education Plan Report
07/01/2022 - 06/30/2025

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 705
School District Total Student Enrollment 2692
Percent of Students Receiving Special Education 26.2

Steering Committee

Name	Position/Role	Building	Email
Percell Whittaker	Director of Special Education	Chester-Upland SD	pwhittaker@chesteruplandsd.org
Fred Green	Board Member	Chester-Upland SD	fgreen@chesteruplandsd.org
Lavada Greene	Building Principal	Stetser El Sch	lgreen@chesteruplandsd.org
Ronald Brown	Building Principal	Chester HS	robrown@chesteruplandsd.org
Markeisha Bell	General Education Teacher	Stetser El Sch	mbell@chesteruplandsd.org
Maria Laut	Special Education Teacher	Chester HS	mlaut@chesteruplandsd.org
Michelle Paulick	Special Education Teacher	STEM at Showalter	mpaulickchesteruplandsd.org
Lisa Mangini	General Education Teacher	Chester Upland Sch of Arts	lmangini@chesteruplandsd.org
Karla Beaver	Parent	STEM at Showalter	

School District Areas of Improvement and Planning - Indicators

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

Improvement and Planning Activity
<p>The Chester-Upland School District was identified by the state for having a disproportionate number of students receiving special education services being referred to Alternative Education for Disruptive Youth (AEDY). We proposed and implemented the following steps to address this. Area of Need List the areas of need for development AEDY referral compliance AEDY English learner compliance AEDY Special Education compliance for services. AEDY transition of students back to the LEA</p>

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)

Improvement and Planning Activity

The Chester Upland School District is committed to conducting initial evaluations within the 60-day timeline. This is supported by protocols and practices that foster compliance with IDEA and PA Chapter 14. Parents/guardians residing in the district and/or educational staff may request an evaluation to determine special education eligibility. If this is a written request to a member of the professional staff of the school, within a reasonable amount of time (No more than 10 days), the parent request will be reviewed by the MTSS team. If an evaluation is recommended, the district will issue an Initial Permission to Evaluate for the parent to sign. Evaluations are completed within 60 days (excluding summer) by a multidisciplinary team whose composition varies based on the identified area(s) of educational concern.

If the parents/guardians residing in the district verbally requests an evaluation to determine special education eligibility. The member of the professional staff of the school who the request was made, within a reasonable amount of time (No more than 10 days), the parent request will be reviewed by the MTSS team. If an evaluation is recommended, the district will issue an Initial Permission to Evaluate for the parent to sign. Evaluations are completed within 60 days (excluding summer) by a multidisciplinary team whose composition varies based on the identified area(s) of educational concern. If a parent has asked any professional school employee or administrator verbally for the school district (Local Education Agency - LEA) to evaluate his or her child for special education eligibility, the parent will be given the PTE-Evaluation Request Form within 10 calendar days of the date of the oral request. Once the school receives the PTE-Evaluation Request Form, the school will send that request to the MTSS team and either: Send the parent within a reasonable amount of time the PTE - Consent Form that will describe the process and timeline that will be used for the evaluation, and ask for your consent for the evaluation to begin, OR Send you a written notice, called a Notice of Recommended Educational Placement/Prior Written Notice that explains why the LEA is refusing to evaluate your child and may offer

alternatives to an evaluation, and a Procedural Safeguards Notice that explains how you can challenge the LEA's refusal to evaluate your child. The school psychologists assigned to the case subsequently contacts the parent/guardian to arrange a parent interview to determine the scope of the requested evaluation and obtain signed informed consent. The evaluation process is completed within the mandated 60 calendar days and will include observations by team members at the child's current educational setting, interviews with professionals who work with the student, a record review, and testing in the identified areas of educational concern. If the child is found to be eligible for special education services, an Individualized Educational Program (IEP) is developed by the IEP team including the parent/guardian and a Notice of Recommended Educational Placement (NOREP) is issued to provide the student a free and appropriate public education (FAPE).

To ensure that the Chester Upland School Districts remains in compliance with the 60-day timeline for an initial evaluation, the following protocols and safeguards will be in place: All initial evaluations will be documented and tracked using a spreadsheet which will indicate day one and day sixty. The initial evaluation spreadsheet will be monitored by the Director of Special Education and Student Services or his designee. School Psychologists are required to update this spreadsheet weekly. An administrative assistant from the Office of Special Education and Student Services will send a reminder to the school psychologist on day 45 that day 60 is approaching and to complete the evaluation by day 60. The school psychologist will submit the draft of the initial evaluation report at least a few days before it is due for the Director of Special Education and Student Services or his designee to review the initial evaluation. Monthly audits will be conducted as a safeguard against noncompliance to the 60-day timeline.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

The Chester Upland School District implements Transition Services through the coordinator who services all special education students aged 14 years and above the district. Following the Pennsylvania Department of Education Road Map, each grade has specific benchmarks relative to their specific age and outcome. Each student will meet with the Transition Coordinator annually to assess the students transition planning needs and progress with portfolio development. Students are currently utilizing the Naviance College and Career Readiness Technology System to track their career exploration, college search, school-based activities, as well as community service-based activities. Students are provided classroom time to maximize usage of this system. Additionally, students are provided supports through partnerships with agencies such as OVR, DCIU Options and school-based college and career presentations. Currently special students exit high school college and career ready as well as linked to agencies for additional supports as needed. Transition Based Activities OVR PETS Monthly Sessions Transition Fairs (bi-annually) Orange Table Talks (Career Awareness Presentations) Inclusion Events (3 per year): Cup Cakes and Conversation, Valentine Appreciation Day, and Inclusion Day March 21st Annually Unified Champion School (Bocce Ball Team)

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)

Improvement and Planning Activity

Inclusive settings are considered first when determining the least restrictive environment. All elementary and secondary buildings will promote inclusive practices and settings to students with IEPs. The district recently implemented Multi-Tiered Systems of Support (MTSS) in the elementary and secondary buildings. These teams carefully discuss and review appropriate pre-referral strategies as well as academic and behavioral interventions. The Multi-Tiered System of Supports (MTSS) frequently identifies at-risk students in the areas of academics, social-emotional functioning, behavior, and drugs and alcohol. All six schools hold MTSS meetings to discuss student issues and develop and monitor interventions. Students are triaged to the building SAP team if recommended by the MTSS team. Each school in the district is required to implement interventions within the regular education classroom and collect data before a child is referred for special education services. General education teachers will be provided training on how to collect and analyze data, in addition to being trained on implementing interventions in the classroom and differentiating instruction.

At times, a child's needs may warrant a placement outside of the district in order to meet their LRE needs. The progress of those students will be monitored regularly to determine whether a successful transition to a less restrictive environment is possible. Our Out-of-District coordinator communicates regularly with our out-of-district entities that serve our children, to receive information on student progress and services. The Out-of-District coordinator will also collaborate with parents, the district, and the out-of-district placement to determine FAPE in a least restrictive environment.

The district will focus on providing training and implementing a research-based co-teaching model. Co-planning and team meetings increase and support collaboration among teachers in the development and delivery of services and strong pedagogy. The district will support building's ability to scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support). Professional development related to collaboration for effective co-teaching and to maximize instructional delivery will be provided by the MCIU/DCIU, Pattan, and or other professional educational service. This training should include an emphasis on differentiation of instruction/tasks; modified instructional expectations, appropriate match of educational needs and cognitive abilities of the students.

Chester-Upland School District also has district-wide and building specific programs and supports to further ensure LRE. To support the inclusion of students with disabilities in regular education, professional development will be provided and supports, and structures will be updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit/Delaware County Intermediate Unit, and Special Education Supervisors, will be provided for staff training in building capacity for inclusive practices.

The emotional support programs at the elementary and secondary level are being restructured to foster LRE. The district will have emotional support resource rooms for students with more intense emotional support needs. Emotional Support teachers will provide support in the general education setting for their students and will co-teach with the general education teacher.

The district will train our special education teachers and building level administrators in the SAS Toolkit Process. The SAS Toolkits assist IEP teams in identifying supplementary aids and services the student would need to participate in the general education environment.

The district has partnered with Effective School Solutions (ESS) to provide in-school clinical support for students with significant emotional/mental health needs. The Effective School Solutions model mirrors the level of intense counseling that students may receive in an out-of-district program. Our partnership with ESS is intended to provide the support necessary to support students with a high level of emotional needs and avoid the need to provide that support out-of-district. Our partnership with ESS will also build the district's capacity to bring students back to the district.

Ongoing professional development will be provided to both professional staff members and paraprofessionals to ensure all staff are aware of best-practices for students with disabilities. Chester-Upland School District has utilized various individuals and agencies to provide professional development. The district will continue to work with the MCIU and/or DCIU to provide professional development in the areas of co-teaching, differentiating instruction, and the SAS Toolkit.

As the district continues to work on improving LRE by expanding the continuum of services and implementing evidence-based models. School-wide PBIS will be a part of this continuum of services. The district has introduced a three-year PBIS implementation plan. PBIS will be utilized as an additional support and will be fully implemented throughout the district for the 22-23 school year.

The district currently has 45 SSA's (1:1 PCA) and 41 Teacher Assistants. The district has contracted with EBS to provide a Need Analysis of Support Staff. The results of the analysis will determine need and make recommendations to re-appropriate staff. The effective use of teacher aides and SSA's will be determined, and they will be re-assigned to support LRE and students in the general education classroom. The district has

developed a Student Support Assistant (SSA) policy and procedure manual. The manual provides a rubric of determination of need as well as provides a protocol to determine when a SSA is no longer needed to make meaningful progress.

Many of our special education staff are not trained in de-escalation techniques and/or the fundamentals of ABA. Over a three-year period, the district will train all special education staff in Safety Cares. The first year, all of our teachers and staff who work with our low incident students will be trained by the end of the 22-23 school year. In year two, our general education teachers working with our AS and ES students will receive training, and by year three (23-24), our climate managers and security officers will be trained.

The district is seeking to increase our BCBA support. Currently, the district has 1 BCBA that is contracted with the district and a .5 virtual BCBA. The district is looking to procure 3 additional BCBA's to provide classroom management support, individual student support, and consultative services to building MTSS teams. The BCBA/BS staff are expected to conduct functional behavioral assessments (FBA), provide classroom support, develop point systems, and develop positive behavioral support plans (PBSP) as well as serve as consultants to IEP teams. Additionally, they can provide professional development training to staff and anyone who may need support providing behavioral interventions to students.

Parent Involvement (Indicator 8)

Improvement and Planning Activity

Educators and administrators play a large role in shaping parental engagement. Students benefit significantly when districts support families through thoughtful, equitable policies and programs, it encourages broader community engagement that can help to enrich student learning and optimize student success. Decades of research outline a clear need for parent involvement in a child's educational experience. Cumulative evidence from decades of research indicates that strong relationships among schools, families, and community members can positively impact student achievement and social-emotional health. Research shows that there are many common barriers to parental involvement. These barriers—

such as a lack of time, childcare needs, and negative perceptions about school and staff—can make it difficult for families to engage in their children's education. The Chester-Upland School District will employ the following strategies to encourage and foster parental involvement and engagement:

Identify Barriers to Parental Involvement:

In order to better collaborate with our families, the district needs to better understand the needs, obstacles and challenges facing our parents. Educator perceptions of family engagement barriers do not align with families' experiences. The district will conduct annual, district-wide family surveys to collect robust data that can help the district identify barriers from a parent's perspective. By conducting a survey of our families of students receiving specially designed instruction, the district can hear from a representative group of parents and guardians. The survey will seek the following information: School Fit: Families' perceptions of how well a school matches their child's developmental needs (e.g., how well do you feel your child's school is preparing him/her for his/her next academic year?) Family Efficacy: How confident families are regarding key parenting skills (e.g., how confident are you in your ability to support your child's learning at home?) School Climate: Perceptions of the overall social and learning climate of their child's school (e.g., to what extent do you think that children enjoy going to your child's school?) Barriers to Engagement: Factors that can create challenges for families to interact with their child's school. (e.g., how big of a problem are the following issues for becoming involved with your child's current school?)

Making a Commitment to Equitable Family Engagement:

The district will make a clear and transparent commitment to equitable family engagement in both public communications and parent activities, the district will encourage school staff and families to build and strengthen communication and engagement systems. The district will host three

Special Education Parent Forums per year. These forums are intended to engage our parents, provide them with information regarding special education law, services and supports. The district will also develop a special education parent group within the district to represent the voice of the community and to develop a shared vision with the district.

Ensure communications are accessible to all families:

The district serves cultural and linguistically diverse students and parental engagement must also seek to address these families. Limited English proficiency can be a significant barrier for these families. The district will ensure that written communications (including websites, newsletters, and direct family communications) are provided in all relevant home languages to ensure families are directly informed. The district will host a parent forum in Spanish for our Spanish speaking families.

Early Childhood Transition (Indicator 12)

Improvement and Planning Activity

As required by federal and state regulations, the district reevaluates pre-kindergarten children who currently are receiving early intervention services through the Elwyn Chester Seedlings and are being registered for kindergarten in the Chester Upland School District for the upcoming school year. When the student is age-appropriate for Kindergarten Elwyn Seedlings schedules and coordinates a Transition Meeting for caregivers. Elwyn and Chester Upland School District to collaborate to provide activities to transfer the student to District responsibility.

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Post-School Outcomes (Indicator 14)

Improvement and Planning Activity

The Chester Upland School District administers a Transition Survey for every student with an IEP. This survey assesses the post-secondary plans of students who graduate, drop-out and exit secondary educational programming. The data collected reflects students, competitive employment, higher education 2- or 4-year programs, career training as well as supportive employment, volunteer opportunities and such. This data will also be captured the following year based on the PDE requirements. The local LEA, Transition Coordinator and designated staff will complete this task as well as participate in the PaTTan Trainings to ensure compliance with the State and Federal Requirement. The post-secondary transition process with Chester-Upland continues to grow and develop. Students can participate in classes that will prepare them for the challenges of post-secondary education and/or career training. Students are required to complete a career interest inventory via Naviance to explore areas of interest. Students also can participate in our CTE classes that prepare our students for a career in the trades. The district also maintains a robust “post-12” program for students remaining in high school until age 21. Courses for students who have completed their regular program and will remain post 12th grade

include reading and math extensions, independent living, and occupational seminar. The majority of post-12 students also spend roughly half their time each day in some type of career or transition experience.

The district plans to conduct the following to improve our post-school outcomes:

School Counselors will have a Freshmen and Junior conference to explore, discuss, and plan for post high school. The district will host a yearly career fair and invite professionals to an open forum to engage with our students. Special Education case managers will coordinate with the school counselors to discuss outcomes of the Naviance career exploration to include in the transition section of the IEP and to have a reference point for further discussion with the student about his/her post high school plans.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Training for all school leadership for referral/special education referral.	AEDY compliance Professional Development three sessions for the 2022-23 school year. Professional Development will be provided by the Chester Upland School District, our AEDY provider, and DCIU. staff.
Monitoring of placement, instruction, accommodations, progress, and instruction by ELD/Special Ed. Teacher.	The district will provide professional development to ELD/Special Education stakeholders. These trainings will be provided by Chester Upland School District, AEDY, staff and DCIU staff. This will also include school counselors, social workers, and ELD teachers.
All staff, school leaders, paraprofessionals will be trained on special education referrals, placement, and AEDY/LEA collaboration for identified students and TBE.	The district will provide AEDY compliance PD that will focus on best practices, policies, and regulations for students receiving special education services.
Specific training for AEDY on the components of a transition plan back to the LEA, pursuant of PDE guidelines.	The district will develop specific action steps between the AEDY and the LEA with benchmarks and dates for student transition.

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 Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
	<p>1. The district will train principals, teachers, and parents on Least Restrictive Environment and on the use of supplementary aids and services, which are considered at each IEP meeting, along with the Gaskin questions, to allow a student to remain in regular education to the greatest extent that is appropriate for each individual student. Individualized data-based decisions are made about placement, with "pull-out" instruction, "push-in" instruction, co-taught classroom instruction, teacher assistant supported instruction, self-contained classrooms, and/or out-of-district placement being recommended only when the team agrees that a more restrictive placement has clear benefits for the child and that supplementary aids and services will not adequately support the child in regular education. The IEP teams will review and discuss all components of the child's education and make an informed decision regarding placement, considering regular education with supplementary aids and services first. The district will move children to less restrictive placements through on-going data collection and IEP team meetings where supplementary aids and services are considered to support students in less restrictive environments. At times, a child's needs may warrant a placement outside of the district in order to meet their LRE needs. The progress of those students will be monitored regularly to determine whether a successful transition to a less restrictive environment is possible. Our Out-of-District coordinator communicates regularly with our out-of-district entities that serve our children, to receive information on student progress and services. The Out-of-District coordinator will also collaborate with parents, the district, and the out-of-district placement to determine FAPE in a least restrictive environment. The district will focus on providing training and implementing a research-based co-teaching model. Co-planning and team meetings increase and support collaboration among teachers in the development and delivery of services and strong pedagogy. The district will support building's ability to scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration for effective co-teaching and to maximize instructional delivery will be provided by the MCIU/DCIU, Pattan, and or other professional educational service. This training should include an emphasis on differentiation of instruction/tasks; modified instructional expectations, appropriate match of educational needs and cognitive abilities of the students. Chester-Upland School District also has district-wide and building specific programs and supports to further ensure LRE. To support the inclusion of students with disabilities in regular education, professional development will be provided and supports, and structures will be updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit/Delaware County Intermediate Unit, and Special Education Supervisors, will be provided for staff training in building capacity for inclusive practices. The emotional support programs at the elementary and secondary level are being restructured to foster LRE. The district will have emotional support resource rooms for students with more intense emotional</p>

support needs. Emotional Support teachers will provide support in the general education setting for their students and will co-teach with the general education teacher.

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

To support the inclusion of students with disabilities in regular education, professional development is provided and supports, and structures are updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit/Delaware County Intermediate Unit and Special Education Supervisors, will provide staff training in building capacity for inclusive practices. Below is a list that summarizes supplementary aids and services provided by CUSD in order to support students with disabilities in the LRE.

1. Alternative assessments and/or grading Students are allowed alternative ways for demonstration of learning to improve the validity of assessing students' knowledge or skill level including providing test modification in format or content, providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access), oral tests, testing in small group, etc.
2. Assistive technology to support instruction and/or student learning Assistive technology to support instruction and/or student learning such as computers, tablets, calculators (large), programs to assist with communication, tablet apps, word processing, adaptive keyboards, audio version of texts and presentations, augmentative communication devices, etc.
3. Behavioral Specialist or Analyst /Behavioral support staff The District has dedicated behavior analysts (BCBA) and a behavior specialist who work with district buildings and staff to provide positive behavioral supports for students who demonstrate that level of need. The BCBA/BS staff conduct functional behavioral assessments (FBA) and develop positive behavioral support plans (PBSP) as well as serve as consultants to IEP teams. Additionally, they can provide professional development training to staff and anyone who may need support providing behavioral interventions to students.
4. Co-planning and team meetings Increase and support collaboration among teachers in the development and delivery of SASs; Scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration.
5. Flexible grouping/scheduling Appropriate grouping, classes, courses, small group instruction, individualized instruction, resource periods.
6. Instructional adaptations Maximize instructional delivery; greater retention of learning changing order or method of presentation; reduction of pace of instruction; additional time for instruction; pre-teaching, re-teaching.
7. Instructional arrangements Co-teaching, paraprofessional support; cooperative learning strategies flexible grouping, inclusion facilitator support.
8. Mental Health services/support Counseling; peer support groups; school based mental health supports; addition of secondary and elementary emotional support programs.
9. Modified curricular goals and assessments: Differentiation of assignments/tasks; modified instructional expectations, appropriate match the educational needs and cognitive abilities of the student.

3. At times, a child's needs may warrant a placement outside of the district in order to meet their LRE needs. The progress of those students will be monitored regularly to determine whether a successful transition to a less restrictive environment is possible. Our Out-of-District coordinator communicates regularly with our out-of-district entities that serve our children, to receive information on student progress and services. The Out-of-District coordinator will also collaborate with parents, the district, and the out-of-district placement to determine FAPE in a least restrictive environment.
4. 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)

	<p>The district has partnered with Effective School Solutions to provide in-school clinical support for students with significant emotional/mental health needs. The Effective School Solutions model mirrors the level of intense counseling that students may receive in an out-of-district program. Our partnership with ESS is intended to provide the support necessary to support students with a high level of emotional needs and avoid the need to provide that support out-of-district. Our partnership with ESS will also build the district's capacity to bring students back to the district.</p>
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Significant Disproportionality - Discipline

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The Chester Upland School District was flagged in this area due to a disproportionate number of special education students being referred to AEDY due to significant behaviors. The district was charged to address the following issues: AEDY referral compliance AEDY English learner compliance AEDY Special Education compliance for services. AEDY transition of students back to the LEA</p>	<p>The Chester Upland School District will provide training for all school leadership to discuss and develop a progressive discipline model that is based on Tiers of behavior. The Chester Upland School District will provide training to all stakeholders regarding our ELD students and AEDY compliance. The district will have three professional development sessions during the 22-23 school year to address this area. This will also include school counselors, social workers, and ELD teachers.</p> <p>All staff, school leaders, paraprofessionals will be trained on special education referrals, placement, and AEDY/LEA collaboration for identified students and TBE. Specific training for AEDY will be held yearly on the components of a transition plan back to the LEA, pursuant of PDE guidelines. The district will develop specific action steps between the AEDY and the LEA with benchmarks and dates for student transition at the beginning of the 22-23 school year.</p>

Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The Chester Upland School District has had a disproportionate number of students being identified as a student with a specific learning disability, emotionally disturbance, and intellectually disability. According to state data, this trends dates to 2016. Although neuroscience is increasingly affirming the neurobiological basis of learning disabilities, there is compelling evidence that suggests a link between exposures to toxic chemicals in air, water, food and everyday products increase children's risks for neurodevelopmental disorders. It's long been known that children in poorer neighborhoods are more likely to be exposed to lead, industrial emissions, vehicle exhaust and other contaminants.</p>	<ul style="list-style-type: none">• 34 CFR 300.8 Child with a disability. (10) Specific learning disability-- (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. <p>Chester Upland School District (CUSD) will conduct screenings and evaluations for the purpose of identifying students who may be in need of special education services and programs. School psychologists are involved in the process of identifying students using the discrepancy model along with the analysis of strengths and weaknesses model (PSW) for identification of children with specific learning disabilities. There has been a significant amount of research over the past couple of decades regarding the appropriate procedures for determining whether an individual qualifies for special education and related services under the category of specific learning disability (SLD).</p> <p>Within the professional literature, there is growing support for educational agencies to adopt an approach to SLD identification that emphasizes the importance of an individual's pattern of cognitive and achievement strengths and weaknesses (PSW). Prior to IDEA 2004, federal regulations emphasized the primacy of the discrepancy model, wherein SLD was operationalized as a significant discrepancy between an individual's achievement and their cognitive ability (Aaron 1997). In light of the concerns raised</p>

by researchers of using the discrepancy model as a way to determine a specific learning disability, the PSW model as an alternative have been proposed. This method emphasizes the importance of cognitive testing with respect to SLD identification and treatment. In contrast to the discrepancy model, which placed primacy on the interpretation of an individual's full scale IQ score, these emerging models focus on interpreting a student's pattern of factor or index level scores across a battery of tests for the purpose of determining cognitive strengths and weaknesses, an approach to assessment and interpretation of cognitive measures that is referred to as pattern of strengths and weaknesses or PSW.

The school psychologists will be trained on how to use this method of identification (PSW). Research indicates that using the PSW model reduces false positives in identifying specific learning disabilities. Our school psychologists will be trained in using CHC to reliably identify students with SLD. CHC training will be provided to our school psychologists starting in the 2022-23 school year and beyond. We will spend a day, (7 hours) prior to the beginning of the 22-23 school year of professional development training on this model and training to effectively interpret the results of this model. The PSW model will assist IEP teams to better address student's needs. Additionally, the school psychologists will conduct PLCs to further their understanding of CHC and the PSW model.

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.)

This is not applicable as the Chester Upland School District does not currently have a residential facility where students with disabilities are placed. As the host annual and requested IEP meetings will be conducted to review and determine student is receiving appropriate level of services in the least restricted environment.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The Out-of-District Coordinator schedules transition meetings for students placed in 1306 facilities to foster a successful transition and provide FAPE. Team will review current IEP, progress monitoring and related service to assure continue success on students' goal at home school.

Incarcerated Students Oversight

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

No

2. 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).

If there were facilities within our geographical boundaries, we would implement the same child find procedures in place for the school district to ensure all potentially eligible students would be evaluated, identified when deemed eligible and offered FAPE if found eligible. This would be done in collaboration with the student's district of residency.

Least Restrictive Environment

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

The Chester-Upland School District is committed to integrating students with disabilities in the general education environment. According to the district's last special education plan, the SPP targets for the 2015-16 school year were 61.8% of eligible students in the regular education class for 80% or more of the day, 9.5% of students in the regular education class less than 40% of the day, and 4.9% in other settings. Chester Upland data reported 34.1% of eligible students in the regular education class for 80% or more of the day, 27% of students in the regular education class less than 40% of the day, and 13.5% in other settings. For the same period of time, the state average reported was 61.0% of eligible students in the regular education class for 80% or more of the day, 9.6% of students in the regular education class less than 40% of the day, and 4.3% in other settings. The SPP targets for the 2019-20 school year were 61.5% of eligible students in the regular education class for 80% or more of the day, 9.6% of students in the regular education class less than 40% of the day, and 4.8% in other settings. Chester Upland data reported 38.5% of eligible students in the regular education class for 80% or more of the day, 30.5% of students in the regular education class less than 40% of the day, and 12.7% in other settings. Although the district has made some gains, the district continues to be significantly discrepant from the state average. Barriers to significant progress include but are not limited to both transient students transferring from local charter schools, low retention of teachers, low retention of administrators, limited resources, facilities, and special education staff's lack of training.

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?

Inclusive settings are considered first when determining the least restrictive environment. All elementary and secondary buildings will promote

inclusive practices and settings to students with IEPs. The district recently implemented Multi-Tiered Systems of Support (MTSS) in the elementary and secondary buildings. These teams carefully discuss and review appropriate pre-referral strategies as well as academic and behavioral interventions. The Multi-Tiered System of Supports (MTSS) frequently identifies at-risk students in the areas of academics, social-emotional functioning, behavior, and drugs and alcohol. All six schools hold MTSS meetings to discuss student issues and develop and monitor interventions. Students are triaged to the building SAP team if recommended by the MTSS team. Each school in the district is required to implement interventions within the regular education classroom and collect data before a child is referred for special education services. General education teachers will be provided training on how to collect and analyze data, in addition to being trained on implementing interventions in the classroom and differentiating instruction.

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

The District will train principals, teachers, and parents on Least Restrictive Environment and on the use of supplementary aids and services, which are considered at each IEP meeting, along with the Gaskin questions, to allow a student to remain in regular education to the greatest extent that is appropriate for each individual student. Individualized data-based decisions are made about placement, with "pull-out" instruction, "push-in" instruction, co-taught classroom instruction, teacher assistant supported instruction, self-contained classrooms, and/or out-of-district placement being recommended only when the team agrees that a more restrictive placement has clear benefits for the child and that supplementary aids and services will not adequately support the child in regular education. The IEP teams will review and discuss all components of the child's education and make an informed decision regarding placement, considering regular education with supplementary aids and services first. The district will move children to less restrictive placements through on-going data collection and IEP team meetings where supplementary aids and services are considered to support students in less restrictive environments. At times, a child's needs may warrant a

placement outside of the district in order to meet their LRE needs. The progress of those students will be monitored regularly to determine whether a successful transition to a less restrictive environment is possible. Our Out-of-District coordinator communicates regularly with our out-of-district entities that serve our children, to receive information on student progress and services. The Out-of-District coordinator will also collaborate with parents, the district, and the out-of-district placement to determine FAPE in a least restrictive environment. The district will focus on providing training and implementing a research-based co-teaching model. Co-planning and team meetings increase and support collaboration among teachers in the development and delivery of services and strong pedagogy. The district will support building's ability to scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration for effective co-teaching and to maximize instructional delivery will be provided by the MCIU/DCIU, Pattan, and or other professional educational service. This training should include an emphasis on differentiation of instruction/tasks; modified instructional expectations, appropriate match of educational needs and cognitive abilities of the students. Chester-Upland School District also has district-wide and building specific programs and supports to further ensure LRE. To support the inclusion of students with disabilities in regular education, professional development will be provided and supports, and structures will be updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit/Delaware County Intermediate Unit, and Special Education Supervisors, will be provided for staff training in building capacity for inclusive practices. The emotional support programs at the elementary and secondary level are being restructured to foster LRE. The district will have emotional support resource rooms for students with more intense emotional support needs. Emotional Support teachers will provide support in the general education setting for their students and will co-teach with the general education teacher.

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

To support the inclusion of students with disabilities in regular education, professional development is provided and supports, and structures are updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit/Delaware County Intermediate Unit and Special Education Supervisors, will provide staff training in building capacity for inclusive practices. Below is a list that summarizes supplementary aids and services provided by CUSD in order to support students with disabilities in the LRE.

1. Alternative assessments and/or grading Students are allowed alternative ways for demonstration of learning to improve the validity of assessing students' knowledge or skill level including providing test modification in format or content, providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access), oral tests, testing in small group, etc.
2. Assistive technology to support instruction and/or student learning Assistive technology to support instruction and/or student learning such as computers, tablets, calculators (large), programs to assist with communication, tablet apps, word processing, adaptive keyboards, audio version of texts and presentations, augmentative communication devices, etc.
3. Behavioral Specialist or Analyst /Behavioral support staff The District has dedicated behavior analysts (BCBA) and a behavior specialist who work with district buildings and staff to provide positive behavioral supports for students who demonstrate that level of need. The BCBA/BS staff conduct functional behavioral assessments (FBA) and develop positive behavioral support plans (PBSP) as well as serve as consultants to IEP teams. Additionally, they can provide professional development training to staff and anyone who may need support providing behavioral interventions to students.
4. Co-planning and team meetings Increase and support collaboration among teachers in the development and delivery of SASs; Scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration.

5. Flexible grouping/scheduling Appropriate grouping, classes, courses, small group instruction, individualized instruction, resource periods.
 6. Instructional adaptations Maximize instructional delivery; greater retention of learning changing order or method of presentation; reduction of pace of instruction; additional time for instruction; pre-teaching, re-teaching.
 7. Instructional arrangements Co-teaching, paraprofessional support; cooperative learning strategies flexible grouping, inclusion facilitator support
 8. Mental Health services/support Counseling; peer support groups; school based mental health supports; addition of secondary and elementary emotional support programs.
 9. Modified curricular goals and assessments Differentiation of assignments/tasks; modified instructional expectations, appropriate match the educational needs and cognitive abilities of the student.
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?
- At times, a child's needs may warrant a placement outside of the district in order to meet their LRE needs. The progress of those students will be monitored regularly to determine whether a successful transition to a less restrictive environment is possible. Our Out-of-District coordinator communicates regularly with our out-of-district entities that serve our children, to receive information on student progress and services. The Out-of-District coordinator will also collaborate with parents, the district, and the out-of-district placement to determine FAPE in a least restrictive environment.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district has partnered with Effective School Solutions (ESS) to provide in-school clinical support for students with significant

emotional/mental health needs. The Effective School Solutions model mirrors the level of intense counseling that students may receive in an out-of-district program. Our partnership with ESS is intended to provide the support necessary to support students with a high level of emotional needs and avoid the need to provide that support out-of-district. Our partnership with ESS will also build the district's capacity to bring students back to the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Southern Peaks Regional Treatment Center	Approved Private School (APS)		Southern Peaks Regional Treatment Center	Emotional Support	1
Concept School	Approved Private School (APS)		Concept School	Autistic Support	1
Buxmont Academy	Approved Private School (APS)		Buxmont Academy	Emotional Support	1
Chester County Youth Center	Approved Private School (APS)		Chester County Youth Center	Emotional Support	1
Community School	Approved Private School (APS)		Community School	Emotional Support	1
Devereux	Approved Private School (APS)		Devereux	Autistic Support	2
Early Learning Academy	Approved Private School (APS)		Early Learning Academy	Autistic Support	1
Elwyn-Davidson	Approved Private School (APS)		Elwyn-Davidson	Autistic Support	25
Fairwold Academy	Approved Private School (APS)		Fairwold Academy	Emotional Support	3
Foundations Behavioral Health	Approved Private School (APS)		Foundations Behavioral Health	Emotional Support	1
George Crothers	Approved Private School (APS)		George Crothers	Autistic Support	13
George Hill	Approved Private School (APS)		George Hill	Emotional Support	5
Green Tree School	Approved Private School (APS)		Green Tree School	Emotional Support	1
Haverford High School	Approved Private School (APS)		Haverford High School	Life Skills Support	2
Life Works at Rockbourne	Approved Private School (APS)		Life Works at Rockbourne	Emotional Support	1
Marple Education Center	Approved Private School (APS)		Marple Education Center	Life Skills Support	10

Milagre Kids School	Approved Private School (APS)		Milagre Kids School	Autistic Support	1
New Pathways	Approved Private School (APS)		New Pathways	Emotional Support	4
Overbrook	Approved Private School (APS)		Overbrook	Visually Impairment Support	3
Pedia Manor	Approved Private School (APS)		Pedia Manor	Multiple Disabilities Support	2
Penncrest High Schol	Approved Private School (APS)		Penncrest High Schol	Life Skills Support	1
Pennsylvania School For the Deaf	Approved Private School (APS)		Pennsylvania School For the Deaf	Deaf and Hard of Hearing Support	3
Swarthmore-Rutledge School	Approved Private School (APS)		Swarthmore-Rutledge School	Learning Support	2
The County Alternative High School	Approved Private School (APS)		The County Alternative High School	Emotional Support	11
The Pathway School	Approved Private School (APS)		The Pathway School	Autistic Support	5
Vanguard	Approved Private School (APS)		Vanguard	Autistic Support	2
The Woods School	Approved Private School (APS)		The Woods School	Emotional Support	1

Positive Behavior Support

Date of Approval
2018-03-15

Uploaded Files
Behavior Support District Policy.docx

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

CUSD uses a host of research-based methods to support the emotional and social needs of students with disabilities. Both indirect and direct service and supports have been used. Indirectly, CUSD used training for staff development to meet the students social-emotional needs, and intervention have been established. Directly, student who are in need of intensive emotional and social support received counseling services. Crisis intervention is implemented to support students' needs.

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.

Teacher have been trained on classroom management tools, de-escalation strategies, mental health awareness, and trauma informed practices. Classroom observations have been conducted to monitor the staffs' utilization of the tools and resources that were provided to them in training. Furthermore, data was collected and analyzed to monitor the number of referrals that was submitted to the MTSS team, and to monitor the number of students being disciplined.

3. Describe the district positive school wide support programs.

MTSS addresses the academic, behavioral, and social-emotional learning of all students in a fully integrated system of support. PBIS is aligned with the five principles of Inclusive Behavior Instruction within special education within the CUSD and MTSS: (a) Identify a comprehensive

assessment system, (b) Create and utilize teams to engage in data-based decision making, (c) Provide universal behavior supports for ALL students, (d) Provide targeted behavior interventions and supports for some students, and (e) Provide intensive individualized interventions and supports for few students. Tier 1 - We consider where Positive Behavior Interventions and Supports fit within our design priorities. Tier 1 & 2 - We examine our data to determine whether Positive Behavior Interventions and supports are a prioritized within our local MTSS implementation framework using our PBIS coaches as guides. Tiers 1-3 - We consider how PBIS might support the scale up and sustainability of Inclusive Behavior Instruction. Tiers 2-3 - We examine data sources (i.e., Tiered Fidelity Inventory) to determine fidelity of implementation for inclusive behavior instruction and supports to identify priorities for action planning. Tiers 1-3 - We map currently available resources and identify any additional resources we would need to support our design priorities. We match resources to our identified priorities for implementing MTSS.

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

Student who are in need of intensive emotional and social support received individual and group counseling services by licensed social workers. Counseling services are administered as per the counseling services that are identified in students IEP or 504 Service Agreement; counseling services are administered either by consultation, weekly, bi-weekly, or monthly. Positive behavior support plans are used for students who display significant behaviors which impedes students learning or the learning of other students. Another way that CUSD supports students When crisis arise in the school environment or when there is a tragedy in the community, crisis team are available to support students. Students' social-emotional needs are also supported through Personal Communication classes which they attend on a daily basis if they are in the Emotional Support program. The purpose of the course is to teach social skills problem-solving skills, and self-regulation skills. The following staff members work collaboratively to meet the students' social-emotional needs: Guidance Counselors, School Psychologist, Licensed Social Workers, Board Certified Behavior Analyst (BCBA), and Social Emotional Learning Coordinator, Behavior Health Workers (BHWs). CUSD partnered with behavioral health agencies to provide services for our students in the emotional support program.

5. Describe the district restraint procedure.

CUSD's restraint policy and procedure is as follows: The Board of School Directors directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. As per CUSD's policies and procedures, restraint is identified as application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Intensive Interagency

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

The CUSD does not currently have students placed on Homebound Instruction or Instruction in the Home. Students do not have to wait up to 30 days for an educational placement since we have partner schools and Approved Private Schools (APS)

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Autistic Support teacher-DM	Elementary	Full-time (1.0)	05/10/2022 02:06 PM

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Learning Support teacher-JM	Secondary	Full-time (1.0)	05/15/2022 03:51 PM

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Exceeded due to having a vacancy in that position		0.4

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Learning Support teacher vacancy 2	Secondary	Full-time (1.0)	05/15/2022 03:51 PM

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

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Autistic Support teacher HJ	Secondary	Full-time (1.0)	05/10/2022 01:45 PM

Building Name		
Chester HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Autistic Support teacher-LS	Secondary	Full-time (1.0)	05/10/2022 01:43 PM

Building Name		
Chester HS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Emotional Support teacher-BH	Secondary	Full-time (1.0)	05/10/2022 01:40 PM

Building Name		
Chester HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Emotional Support Teacher DW	Secondary	Full-time (1.0)	05/10/2022 01:38 PM

Building Name		
Chester HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS-Itinerant Support teacher-LH	Secondary	Full-time (1.0)	05/10/2022 01:19 PM

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Itinerant Learning Support-Vacancy	Secondary	Full-time (1.0)	05/06/2022 12:53 PM

Building Name	
Toby Farms Intermediate School	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	16
Identify Classroom	Classroom Location
School District	Secondary
Age Range	
11 to 14	
Age Range Justification	FTE %
	0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Supplemental Learning Support Vacancy	Secondary	Full-time (1.0)	05/06/2022 12:52 PM

Building Name	
Toby Farms Intermediate School	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	8
Identify Classroom	Classroom Location
Age Range	

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Learning Support teacher-AS	Secondary	Full-time (1.0)	05/06/2022 12:48 PM

Building Name		
Toby Farms Intermediate School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Learning Support teacher-RF	Secondary	Full-time (1.0)	05/06/2022 12:11 PM

Building Name		
Toby Farms Intermediate School		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Life Skills teacher-TS	Secondary	Full-time (1.0)	05/06/2022 12:06 PM

Building Name		
Toby Farms Intermediate School		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Supplemental Learning Support teacher-LM	Secondary	Full-time (1.0)	05/06/2022 12:53 PM

Building Name		
Toby Farms Intermediate School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Itinerant Learning Support teacher-LM	Secondary	Full-time (1.0)	05/06/2022 11:50 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Supplemental Learning Support teacher-JD	Secondary	Full-time (1.0)	05/06/2022 11:50 AM

Building Name		
Toby Farms Intermediate School		
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	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Itinerant Learning Support teacher -JD	Secondary	Full-time (1.0)	05/06/2022 11:51 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Itinerant Emotional Support teacher-LW	Secondary	Full-time (1.0)	05/06/2022 11:51 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Supplemental Emotional Support teacher-LW	Secondary	Full-time (1.0)	05/06/2022 11:52 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Emotional Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Full time Emotional Support teacher-LW	Secondary	Full-time (1.0)	05/06/2022 11:52 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Farms Itinerant Emotional Support teacher-CP	Secondary	Full-time (1.0)	05/06/2022 11:52 AM

Building Name		
Toby Farms Intermediate School		
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	11 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Toby Full time Emotional Support teacher-CP	Secondary	Full-time (1.0)	05/06/2022 11:53 AM

Building Name		
Toby Farms Intermediate School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Itinerant Learning Support teacher-RS	Elementary	Full-time (1.0)	05/05/2022 01:24 PM

Building Name		
Main Street 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	5 to 11
Age Range Justification		FTE %
sessions are provided within the age range recommendations		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Supplemental Learning support teacher-RS	Elementary	Full-time (1.0)	05/05/2022 01:22 PM

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

School District	Elementary	5 to 11
Age Range Justification		FTE %
sessions are provided within the age compliance recommendations		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stetser Supplemental Learning Support teacher-NP	Elementary	Full-time (1.0)	05/05/2022 01:10 PM

Building Name		
Stetser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
during sessions students are within the age requirements		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stetser Itinerant Learning Support Teacher-NP	Elementary	Full-time (1.0)	05/05/2022 01:09 PM

Building Name		
Stetser El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
during sessions students are within the age compliance range		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stetser Full time Life Skills teacher-BH	Elementary	Full-time (1.0)	05/10/2022 01:52 PM

Building Name		
Main Street Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stetser Full time Life Skills teacher -DA	Elementary	Full-time (1.0)	05/15/2022 03:54 PM

Building Name		
Stetser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.58

Building Name		
Stetser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA Itinerant Learning Support teacher-vacancy	Elementary	Full-time (1.0)	05/05/2022 01:13 PM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
services are delivered within age compliance requirements		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA Supplemental Learning Support teacher-Vacancy	Elementary	Full-time (1.0)	05/05/2022 01:13 PM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
students are pulled for session within age range compliance		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CUSA Supplemental Learning Support teacher- CH	Elementary	Full-time (1.0)	05/05/2022 01:14 PM
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Building Name		
Chester Upland Sch of Arts		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA Itinerant Learning Support teacher-HM	Elementary	Full-time (1.0)	05/05/2022 10:57 AM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA- Supplemental Learning Support teacher-HM	Elementary	Full-time (1.0)	05/05/2022 10:55 AM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA Full time Emotional Support teacher-SE	Elementary	Full-time (1.0)	05/05/2022 01:14 PM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CUSA-Full time Emotional Support teacher-JD	Elementary	Full-time (1.0)	05/05/2022 10:33 AM

Building Name		
Chester Upland Sch of Arts		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Full Time Autistic Support teacher-LC	Elementary	Full-time (1.0)	05/15/2022 04:00 PM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Full Time Autistic Support teacher- DM	Elementary	Full-time (1.0)	05/05/2022 10:25 AM

Building Name
Main Street Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Supplemental Learning Support teacher-KM	Elementary	Full-time (1.0)	05/05/2022 01:15 PM

Building Name		
Main Street Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street Full Time Learning Support teacher-KM	Elementary	Full-time (1.0)	05/05/2022 01:16 PM

Building Name		
Main Street Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Main Street- Autistic Support-DM	Elementary	Full-time (1.0)	05/10/2022 02:06 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS-Full Time Autistic Support-MR	Elementary	Full-time (1.0)	05/15/2022 04:03 PM

Building Name		
Main Street Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		1

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS- Full Time Autistic Support-CH	Elementary	Full-time (1.0)	05/15/2022 04:05 PM

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Exceeded due to not being able to fill a vacancy		1

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		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
STEM-Itinerant Support Teacher MP	Secondary	Full-time (1.0)	05/10/2022 11:54 AM

Building Name		
STEM at Showalter		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STEM-Itinerant Support Teacher JO	Multiple	Full-time (1.0)	05/10/2022 01:31 PM

Building Name		
STEM at Showalter		
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	Multiple	12 to 16
Age Range Justification		FTE %
service delivery occurs within age compliance requirements		0.84

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Life Skills Support Teacher AR	Secondary	Full-time (1.0)	05/10/2022 12:14 PM

Building Name		
Chester 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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Life Skills Support Teacher JB	Secondary	Full-time (1.0)	05/10/2022 12:18 PM

Building Name		
Chester HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Life Skills Support Teacher SC	Secondary	Full-time (1.0)	05/10/2022 12:20 PM

Building Name		
Chester HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Learning Support Teacher Vacancy	Secondary	Full-time (1.0)	05/10/2022 12:27 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Learning Support Teacher SF	Secondary	Full-time (1.0)	05/10/2022 12:43 PM

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Emotional Support Teacher SB	Secondary	Full-time (1.0)	05/10/2022 12:47 PM

Building Name	
Chester HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	12
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS Emotional Support Teacher ML	Secondary	Full-time (1.0)	05/10/2022 01:09 PM

Building Name
Chester HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS-Itinerant Support Teacher CT	Secondary	Full-time (1.0)	05/10/2022 01:11 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS-Itinerant Support Teacher CR	Secondary	Full-time (1.0)	05/10/2022 01:12 PM

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS-Itinerant Support Teacher SK	Secondary	Full-time (1.0)	05/10/2022 01:14 PM

Building Name		
Chester HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.72
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Full Time Autistic Support-LC	Elementary	Full-time (1.0)	05/15/2022 04:07 PM

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Exceeded due to the inability to fill vacancy.		1

Building Name		
Main Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0

Special Education Facilities

Building Name		Room #
Toby Farms Intermediate School		D-31
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 27 feet, 5 inches	923sqft	32
Implementation Date		
2022-05-15		
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 #
Toby Farms Intermediate School		D-24
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 27 feet, 5 inches	923sqft	32
Implementation Date		
2022-05-15		
Uploaded Files		

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 #
Toby Farms Intermediate School		A-1
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 5 inches x 29 feet, 7 inches	1018sqft	36
Implementation Date		
2022-05-15		
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	

Building Name		Room #
Toby Farms Intermediate School		A-5
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 5 inches x 29 feet, 7 inches	1047sqft	37
Implementation Date		
2022-05-15		
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 #
Toby Farms Intermediate School		A-4
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-15		
Uploaded Files		

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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		No

Building Name		Room #
Toby Farms Intermediate School		C-15
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 27 feet, 5 inches	923sqft	32
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Toby Farms Intermediate School		C-15
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-15		
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 #
Toby Farms Intermediate School		D-27
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 27 feet, 5 inches	923sqft	32
Implementation Date		
2022-05-15		
Uploaded Files		

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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	

Building Name		Room #
Main Street Sch		16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 7 inches x 39 feet, 8 inches	816sqft	29
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Main Street Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 7 inches x 39 feet, 8 inches	816sqft	29
Implementation Date		
2022-05-15		
Uploaded Files		

10 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 #
Stetser El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 10 inches x 24 feet, 3 inches	965sqft	34
Implementation Date		
2022-05-15		
Uploaded Files		

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 #
Stetser El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 5 inches x 25 feet, 0 inches	735sqft	26
Implementation Date		
2022-05-15		
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 #
Chester Upland Sch of Arts		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 11 inches x 34 feet, 2 inches	851sqft	30
Implementation Date		
2022-05-15		
Uploaded Files		

13 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 #
Chester Upland Sch of Arts		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 26 feet, 7 inches	606sqft	21
Implementation Date		
2022-05-15		
Uploaded Files		

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 #
Chester Upland Sch of Arts		301
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-15		
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 #
Chester Upland Sch of Arts	303

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-15		
Uploaded Files		

16 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 #
Chester HS		A201
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 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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 #
Chester HS		A202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
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 #
Chester HS		A203
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
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 #
Chester HS		A221
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		A220
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
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 #
Chester HS		C210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

22 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 #
Chester HS		C229
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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 #
Chester HS		C230
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
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	

Building Name		Room #
Chester HS		C231
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 29 feet, 0 inches	1015sqft	36
Implementation Date		
2022-05-15		
Uploaded Files		

25 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 #
Chester HS		C427
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 29 feet, 0 inches	1015sqft	36
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		C428
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		C429
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

28 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 #
Chester HS		C430
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		A217
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
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		B427a
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
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-15		
Uploaded Files		

31 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 #
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Chester HS		B430b
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Chester HS		C102
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
STEM at Showalter		138a
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-15		
Uploaded Files		

34 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 #
STEM at Showalter	138b
School Building	Building Description

JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Main Street Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 7 inches x 20 feet, 4 inches	804sqft	28
Implementation Date		
2022-05-15		
Uploaded Files		

36 Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed 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 #
Main Street Sch		11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 9 inches x 15 feet, 7 inches	338sqft	12
Implementation Date		
2022-05-15		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Main Street Sch		22
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 3 inches x 22 feet, 0 inches	775sqft	27
Implementation Date		
2022-05-15		
Uploaded Files		

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	

Building Name		Room #
Main Street Sch		-
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 2 inches x 15 feet, 5 inches	280sqft	10
Implementation Date		
2022-05-15		
Uploaded Files		

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		No
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chester Upland Sch of Arts		304
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-15		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Chester Upland Sch of Arts		304
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

25 feet, 7 inches x 17 feet, 6 inches	447sqft	15
Implementation Date		
2022-05-15		
Uploaded Files		

41Assurance 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

42Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	Secondary	District
School Psychologist	1	Elementary	District
School Psychologist	2	Elementary	Contractor
Physical Therapist	1	District Wide	District
Social Worker	2	Secondary	District
Social Worker	2	Elementary	District
Social Worker	1	Secondary	District
Transition Coordinator	1	Secondary	District
Behavior Specialist	1	Elementary	Contractor
Behavior Specialist	1	Secondary	Contractor
Occupational Therapist	3	Elementary	Contractor
Occupational Therapist	2	Secondary	Contractor
Guidance Counselor	7		District
Guidance Counselor	2	Elementary	District
Paraprofessionals	26	District Wide	Contractor
Other	1	District Wide	District
Paraprofessionals	49	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	Contractor
Director of Special Education	1	Elementary	District
Director of Special Education	1	Secondary	District
School Psychologist	1	Secondary	Contractor
School Psychologist	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Training for Chester Upland School District's Autistic Support Program was designed to provide teachers with the training and support needed to teach students diagnosed with Autism Spectrum Disorders (ASD). The training sessions will equip teachers and staff to support the following needs that is often associated with ASD: social skills, communication skills, and behavioral skills. The following professional services will be used to provide training and technical assistance to staff: training, teacher coaching, transitional planning, consultation for administrators, and onsite visits. The training sessions will focus on the following topics: an overview of autism, creating a positive classroom environment, behavior management, instructional strategies, communication skills, and social skills.			
Lead Person/Position		Year of Training	
Elementary Special Education Supervisor		2022	
Hours Per Training	Number of Sessions	Provider	Audience
5	10	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The coaching and training session for the Autistic support classes is a continuation of the supports and services that were offered during the 2021-2022 school year. The coaching and training sessions will focus on the training sessions will focus on the following skills: social skills, communication skills, and behavioral skills. There will be 24 hours allocated for coaching and 12 hours designated for staff development.			
Lead Person/Position		Year of Training	
Elementary Supervisor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
The goal of the training session is to enhance educators' practices through trauma informed interventions, social-emotional supports, and multi-tiered systems of support. The following were the objectives of the training: 1. Describe how trauma impacts students academically and socially. 2. Introduce practices for a trauma-informed educational environment. 3. Explain how service providers (social workers) will support the social-emotional needs of students. 4. Explore the educational rights of traumatized students.			
Lead Person/Position		Year of Training	
Student Services Program Administrator		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training			
The social emotional learning (SEL) training will be used to provide an overview of the district's SEL framework, the district's SEL curriculum, and the supports/services that will be used to support the students' needs. Staff will be trained on specific interventions and tools that can be used to address SEL needs.			
Lead Person/Position		Year of Training	
SEL Coordinator and Program Administrator for Student Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training
Enhancing Your Professional Development Evaluate U is an online training platform used to increase the skills of our paraprofessionals. The webinar titled Let's Collaborate: Working Collaboratively with Your Teams was designed to provide specific strategies for interprofessional collaborative practices.

Lead Person/Position		Year of Training	
Student Services and Special Education Director		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	Other	Paraprofessionals

Transition

Description of Training			
Transition training will provide the staff (staff of students that are of transition age) the appropriate supports need to help students after they graduate or age out of high school. Staff will be prepared to support students with post-secondary education/training, employment, and community/independent living. The following are the outcomes of the transition training: teachers will be able to write effective transition plans, there will be active interagency collaboration, and the district will uphold Indicator 13 compliance.			
Lead Person/Position		Year of Training	
Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training	
To enhance the reading abilities of K-12 special education students, CUSD will incorporate structured literacy supplements into core instructional practices. Literacy training will help teachers use the five (phonemic awareness, phonics, vocabulary, fluency, and comprehension) essential components into their instructional practices. Several training sessions will be used over the course of three school years to adequately prepare staff and shift the instructional environment to include more structured literacy supplements. A variety of modalities will be used to building the district's capacity to meet students' literacy needs. The initial training will consist of an overview of the science of reading by introducing the staff using the book the Science of Reading: Defining Guide. The subsequent sessions will focus on instructional practices to meet students' literacy needs.	
Lead Person/Position	Year of Training
Student Services and Special Education Director	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
2	2	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
To enhance the reading abilities of K-12 special education students, CUSD will incorporate structured literacy supplements into core instructional practices. Literacy training will help teachers use the five (phonemic awareness, phonics, vocabulary, fluency, and comprehension) essential components into their instructional practices. To further emphasize the science behind literacy and learning, CUSD will use Implications of the Evolving Reading Brain for Intervention (a PATTAN) publication will be used to help enhance the teachers' skills. Additionally, another PATTAN publication, Language-Literacy Connections: Combining Assessment, Instruction, and Intervention, will be used to support teachers with aligning literacy-based tool/resources with the ELA curriculum,			
Lead Person/Position		Year of Training	
Student Services and Special Education Director		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2		Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Transition Planning: PA Office of Vocational Rehabilitation (OVR) Information Session- This training and information session was designed to provide parents with an overview of transitional supports and services to help prepare their child for life after high school. OVR services are used to help students with disabilities obtain employability skills, secure employment, and the student can receive support to help them maintain employment. During the training, parents are introduced to the following topics: diagnostic services, vocational evaluations, counseling, training opportunities, restoration services, placement assistance, assistive technology, and support services.			
Lead Person/Position		Year of Training	
Transition Coordinator		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Other	Parents

Description of Training			
Transition Planning: PA Office of Vocational Rehabilitation (OVR) Information Session- This training and information session was designed to provide parents with an overview of transitional supports and services to help prepare their child for life after high school. OVR services are used to help students with disabilities obtain employability skills, secure employment, and the student can receive support to help them maintain employment. During the training, parents are introduced to the following topics: diagnostic services, vocational evaluations, counseling, training opportunities, restoration services, placement assistance, assistive technology, and support services.			
Lead Person/Position		Year of Training	
Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Other	Parents

Description of Training			
Transition Planning: PA Office of Vocational Rehabilitation (OVR) Information Session- This training and information session was designed to provide parents with an overview of transitional supports and services to help prepare their child for life after high school. OVR services are used to help students with disabilities obtain employability skills, secure employment, and the student can receive support to help them maintain employment. During the training,			

parents are introduced to the following topics: diagnostic services, vocational evaluations, counseling, training opportunities, restoration services, placement assistance, assistive technology, and support services.

Lead Person/Position		Year of Training	
Transition Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Other	Parents

Description of Training			
Transition Fair-The fair is used to help parents make informed decisions regarding the resources that are available to help their children successfully transition after high school. The following agencies provide an overview of their transitional services to parents: Office of Intellectual and Developmental Disabilities, Office of Vocational Rehabilitation, 1847 Financial: Special Needs Planning Team, Independent Support Services: Independent Living Options, and CUSD.			
Lead Person/Position		Year of Training	
Transition Coordinator		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Parents

Description of Training			
Transition Fair-The fair is used to help parents make informed decisions regarding the resources that are available to help their children successfully transition after high school. The following agencies provide an overview of their transitional services to parents: Office of Intellectual and Developmental Disabilities, Office of Vocational Rehabilitation, 1847 Financial: Special Needs Planning Team, Independent Support Services: Independent Living Options, and CUSD.			
Lead Person/Position		Year of Training	
Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Parents

Description of Training

Transition Fair-The fair is used to help parents make informed decisions regarding the resources that are available to help their children successfully transition after high school. The following agencies provide an overview of their transitional services to parents: Office of Intellectual and Developmental Disabilities, Office of Vocational Rehabilitation, 1847 Financial: Special Needs Planning Team, Independent Support Services: Independent Living Options, and CUSD.

Lead Person/Position		Year of Training	
Transition Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Parents

IEP Development

Description of Training			
The Essentials of IEP Writing training will be used to enhance special education teachers IEP writing skills. Additionally, the special education teachers will develop the necessary skills to facilitate IEP meetings and uphold compliance. The Essentials of IEP Writing is a 12-module online course that focuses on the following topics: IEP writing, special education law, disability categories, IEP meeting facilitation, the evaluation process, ESY, assistive technology, transition planning, standardized assessments, progress monitoring, and goal writing.			
Lead Person/Position		Year of Training	
Special Education Supervisors		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	PaTTAN	Special Education Teachers

Interventions to Decrease Student Failures and Increase Graduation Rates

Description of Training	
To ensure that students are benefitting from their educational programming, CUSD is implementing systems and support to provide at-risk students with researched-based and timely interventions. To prepare the staff for interventions and resources, CUSD will use Implementing Evidence-Based Practices to Increase Graduation Rates and Decrease Dropout Rates for Students. The purpose of this training and resource is to assist staff with identifying students with disabilities who are at-risk for academic failure by creating a warning system and identifying interventions and support to get the students back on track to graduate.	
Lead Person/Position	Year of Training
Supervisor of Special Education	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District PaTTAN	Building Administrators Paraprofessionals Special Education Teachers Other

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

