

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 713

School District Total Student Enrollment 3075

Percent of Students Receiving Special Education 23.2

## Steering Committee

Name	Position/Role	Building	Email
Stephanie McClune	Director of Special Education	Twin Valley SD	smcclune@tvsd.org
Christopher Watson	Other	Twin Valley SD	cwatson@tvsd.org
Patrick Winters	Superintendent	Twin Valley SD	pwinters@tvsd.org
Brenda Boyer	Building Principal	Honey Brook El Ctr	bboyer@tvsd.org
William Clements	Building Principal	Twin Valley HS	wclements@tvsd.org
Craig Sell	Building Principal	Twin Valley El Ctr	csell@tvsd.org
Kimberly Andersen	Director of Curriculum	Twin Valley SD	kandersen@tvsd.org
Gary McEwen	Board Member	Twin Valley SD	
Douglas Metcalfe	Board Member	Twin Valley SD	
Jennifer Burns	General Education Teacher	Robeson El Ctr	jeburns@tvsd.org
Mark Slider	Other	Twin Valley SD	
Amy Pines	Special Education Teacher	Twin Valley MS	apines@tvsd.org
Jessandra Blankenbiller	Parent	Twin Valley MS	
Colleen Alexander	Parent	Robeson El Ctr	
Heather Olsen	Special Education Teacher	Twin Valley HS	holson@tvsd.org

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA - Assistive Technology and Services: LEA will provide training to relevant staff to ensure the provision of assistive technology is reflected in the student's IEP with specificity of devices and services.	Consultation with PaTTAN trainings, BCIU, LEA Resources, BSE Adviser
FSA - Procedural Requirements for Suspension: LEA will provide training to Building Administrators on the procedural requirements in suspending students with disabilities in particular the requirements when a student is suspended greater than 15 cumulative days and how FAPE is provided on day 16.	PaTTAN trainings including Alternatives to Suspension, LEA Resources including Legal Counsel, BCIU, BSE Adviser
FSA - Extended School Year: LEA will provide training to relevant staff regarding timelines for students with disabilities in the target group and ensuring ESY programming is individualized with amount of services, ESY goals, and related services.	PaTTAN trainings, BCIU including Infinite Campus training, LEA Resources, BSE Adviser
FSA - Parent Training: The LEA will develop an Improvement Plan addressing the parent opportunities for training and information addressing the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	PaTTAN Family Engagement training, BCIU and the Right to Know Local Task Force, Community Agencies, LEA Resources, BSE Adviser.
Transition Requirements: The LEA will provide training to relevant staff on the requirements for transition planning for students.	PaTTAN Indicator 13 and 14 Trainings on Transition, PA Secondary Transition Website for resources, BCIU, LEA Resources and BSE Adviser
FSA - Least Restrictive Environment: The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served in other locations. The LEA will address the full continuum of services provided within the District.	PaTTAN trainings, BCIU, LEA Resources, BSE Adviser
Based on the results of the teacher survey, the LEA will submit an improvement plan to address teacher training based upon feedback from teachers.	PaTTAN Essentials of IEP Writing and other trainings, BCIU and TAC supports, LEA Resources including De-escalation training, BSE Adviser

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Abraxas Academy	Residential Setting		Licensed Private Academic	40

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.)

Students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are identified as "1306" students. These students may be in a variety of residential centers, homes or institutions, such as Drug and Alcohol Treatment Centers, homes for orphans or other "institutions for the care and training for orphans or other children." The Twin Valley School District meets the obligations of a host district under 1306 by performing all activities the local education agency would. These include, but are not limited to, providing FAPE to students while they are placed in the facility, determining students who might require special education services under Child Find, providing evaluations for students to determine if they meet eligibility criteria for special education services, monitoring the facilitation of special education programs and services provided by the facility, providing trainings for staff in the area of special education and monitoring compliance under both state and federal laws. The Twin Valley School District ensures that students are in the Least Restrictive Environment by attending IEP meetings for students with disabilities as the LEA representative. During the meeting, LRE is discussed and further reviewed. We provide psychological services to review each student's evaluation report and services to review each student's IEP.

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

The Twin Valley School District does meet its obligations under 1306, but with difficulty. The school district is not in a position to be in the facility at all times, therefore we are unable to fully maintain that the implementation of special education programming is to the standard it would be if it was a part of the district. It is important to note, however, that the district and Abraxas are working together to remedy some of the common concerns and barriers in an effort to provide appropriate programming. The Twin Valley School District Director of Student Services schedules meetings/visits with Administration from Abraxas throughout the year to review progress and concerns regarding Special Education.



## Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Abraxas Academy	Residential	Licensed Private Academic	40

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
School districts, within whose boundaries a local correction institution is located, should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: 1. comply with the "child-find" obligations of IDEA; 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4. provide FAPE in conformity with the IEP. The Twin Valley School District has contracted with the Local Intermediate Unit to ensure that all incarcerated students who are eligible for Special Education are located, evaluated, and when deemed eligible are offered a free appropriate public education. A district liaison attends IEP meetings for students who are identified and incarcerated. The Abraxas Academy is located in the Twin Valley School District. Currently, Abraxas has a Special Education Supervisor who serves as a liaison to the Twin Valley School District. The Special Education Supervisor from Abraxas works with at Twin Valley School District Administration to coordinate special education services, discuss concerns and procedures, and to collaborate in decision making. The Twin Valley School District reviews Evaluation reports and IEP's when the liaison deems it necessary. The Director of Student Services has a schedule to meet with the Abraxas Administration throughout the year to review Special Education procedures and updates.

## Least Restrictive Environment

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

TVSD works to include students in the regular education setting, as demonstrated by our 82.8% inclusion rate of special education students being in the regular education classroom 80% of the time or more. The State average is 62.1%. These statistics were taken from the Pennsylvania Department of Education (PDE) Special Education Data Report for the 2020-2021 School Year. Our students enrolled in other settings (out of District Placements) is higher than the state average at 10.5%. Currently, we have developed a plan to reduce outside placements. The plan includes school based team meetings and data collection from the classroom. School based teams meet and review the data and plan for supports and intervention in the classroom. Follow-up meetings are held and new data is examined prior to any consideration of an outside placement. As an IEP team, we meet to determine the least restrictive environment for students and on occasion, that is not at the home school. Students are then placed based on where the IEP team feels the student would be most successful. The Student Services Coordinator continues to participate in IEP meetings at the out placement and works with the staff and student to accomplish goals and plan for return to the district when appropriate. The TVSD is also planning to implement Emotional Support Programs in all three grade levels. From kindergarten through graduation, our team prescribes individualized services and instruction to meet the unique learning strengths and needs of each student. Our plans focus on academics as well as therapeutic needs to help students overcome their difficulties in varied areas of development.

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

The District recognizes the increasing mental health needs of its students and continues to explore avenues for addressing the social-emotional needs of all students. The district contracts with mental health professionals to support our students. The district also contracts with Child Guidance Resource Center to provide 1-1 Mental Health Counseling to students in each of the five buildings. Behavior Support Teachers, Guidance Counselors, as well as Special Education Teachers meet regarding students overall Social and Emotional issues in the form of SAP meetings, MTSS meetings, IEP meetings, and parent meetings. Social Skills groups are also provided for students based on need.

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 school district has developed an inclusive environment that provides multiple levels of support for students within the regular education setting. Co-teaching practices are used at all levels to provide access to the general education curriculum to all students. Various positive behavioral supports are implemented and life skills supports are provided in the regular education setting. Additional training will be planned in conjunction with the BCIU, PaTTAN, and other agencies to provide a higher level of support for students with special education needs in the regular education setting. Emotional Support classes will be added to the District for the 2022-2023 school year.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary Aids and Services should be available to all students who need them, designed to provide meaningful educational benefit, and provided in a manner that avoids stigmatizing students. There are an infinite number of possible supplementary aids and services to be considered and implemented by Individualized Education Program (IEP) teams. Court decisions have required school districts to make a concerted and good faith effort to use supplementary aids and services to address behavioral issues in the general classroom. The provision of positive behavioral interventions, strategies, and supports is designed to foster increased participation of children with disabilities in general education environments or other less restrictive environments, not to serve as a basis for placing children with disabilities in more restrictive settings. It is important that IEP teams contemplate educational placement in

the general education classroom with the provision of supplementary aids and services as needed. Examples of Supplementary aids and services would be:

- \* Providing modified goals
- \* Providing alternate ways for students to demonstrate learning
- \* Providing alternate materials and/or assistive technology
- \* Providing instruction on functional skills in the context of the typical routines
- \* Changing method of presentation
- \* Providing research-based supplementary materials
- \* Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and nonexamples)
- \* Specific seating arrangements
- \* Adaptive equipment
- \* Adjustments to sensory input (e.g., light, sound)
- \* Environmental Aids (e.g., classroom acoustics, heating, ventilation)
- \* Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

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

The LEA is responsible for making sure that students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Generally “appropriate” means that the education meets the student’s special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a student will be educated, it must ask what can be provided in the regular education classroom or activity and what “supplementary aids and services” will provide extra supports in a regular classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments. The Twin Valley School District prides itself on the very inclusive environment it provides to students. Students are provided with various supports including, but not limited to, behavior support, life skills support, co-taught environments, supplementary aides, specific accommodations and/or curriculum modifications/adaptations. School based Child Study Teams meet monthly to discuss supports and needs of students. Intervention action plans outline data based goals for students to be successful in the regular classroom setting. If students are still unable to be successful with significant supports in place, we provide more significant supports in alternative settings, where the student can be successful and achieve their individual goals based on their IEP. If it is determined that the student’s needs can only be met in an out of district placement, the IEP Team would determine the details of the referral and ensure that the student’s progress is being monitored for future return to the district and would be eligible for extracurricular activities provided by the District during the time they may be receiving educational services in an out of district placement.

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)

TVSD has been exploring options for adding Special Education Classrooms in the District to address our students who are out of District. The first classrooms to be explored will be adding Emotional Support Classrooms at all three levels for the 2022-2023 School Year. Our students enrolled in other settings (out of District Placements) is higher than the state average at 10.5%. Currently, we have developed a plan to reduce outside placements. The plan includes school based team meetings and data collection from the classroom. School based teams meet and review the data and plan for supports and intervention in the classroom. Follow-up meetings are held and new data is examined prior to any consideration of an outside placement. As an IEP team, we meet to determine the least restrictive environment for students and on occasion, that is not at the home school. Students are then placed based on where the IEP team feels the student would be most successful. The Student Services Coordinator continues to participate in IEP meetings at the out placement and works with the staff and students to accomplish goals and plan for return to the district when appropriate.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Buxmont Academy	Licensed Private Academic		Buxmont Academy	Emotional Support	3
Camphill	Approved Private School (APS)		Camphill	Life Skills Support	4
CCIU	Licensed Private Academic		CCIU	Autistic Support	1
Cottage 7	Licensed Private Academic		Cottage 7	Emotional Support	2
Devereaux - Kanner	Approved Private School (APS)		Devereaux	Life Skills Support	2
Fusion Academy	Licensed Private Academic		Fusion Academy	Learning Support	2
New Story New Holland	Licensed Private Academic		New Story	Autistic Support	1
New Story Perkiomen	Licensed Private Academic		New Story	Emotional Support	1
New Story Wyomissing	Licensed Private Academic		New Story	Autistic Support	2
Pathway School	Approved Private School (APS)		Pathway School	Emotional Support	1
Transition House	Licensed Private Academic		BCIU	Life Skills Support	1
Vanguard	Approved Private School (APS)		Vanguard	Autistic Support	5
White Clay Learning	Licensed Private Academic		White Clay	Autistic Support	1
CCIU	Licensed Private Academic		CCIU	Emotional Support	12
CCIU	Licensed Private Academic		CCIU	Learning Support	4
CCIU	Licensed Private Academic		CCIU	Life Skills Support	2
CCIU	Licensed Private Academic		CCIU	Multiple Disabilities Support	9
Vanguard	Approved Private School (APS)		Vanguard	Learning Support	1
Vanguard	Approved Private School (APS)		Vanguard	Life Skills Support	1



## Positive Behavior Support

Date of Approval  
2021-02-08

### Uploaded Files

Policy 113.2 Positive Behavior Support APPROVED 2-8-21.doc

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

Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement process for enhancing academic, behavioral and social-emotional outcomes for ALL students. Response to Intervention (RTI) refers to the methodology that is used to determine the rate of growth and student's level of performance. Cross-disciplinary teams represented at the district, school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral and social-emotional practices matched to student needs and with fidelity of implementation. A continuum of supports and services exists at all Tiers and is supported by high-quality professional learning, partnership, meaningful involvement with families, and dynamic decision-making that rests on the use of reliable and valid data sources. Sustainability is the ultimate implementation goal of a Multi-Tiered System of Support (MTSS) and centered on student achievement. Twin Valley implemented MTSS during the 2021-2022 School Year and will be continuing with the process moving forward.

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.

There are three certified Safety Care trainers on staff at the Twin Valley School District. Regular trainings and re-certifications take place through out the year. De-escalation workshops are provided for aides and teachers during the school year and summer professional development. Each building established a Safety Care team that can respond in the case of a crisis. The team consists of administration, guidance and trained teachers. A Safety Care plan for each building outlines who would respond if needed. The primary focus of our Safety Care teams is de-escalation, or removal of other students from the area in case of a student exhibiting dangerous behaviors. The last resort would involve restraint, only if immediate danger of harm to the student or others was exhibited. Any restraints within the district are reported through the electronic restraint reporting system to the state.

3. Describe the district positive school wide support programs.

Twin Valley School District employs positive behavior support programs throughout its buildings. School-wide positive behavior support at the elementary level includes: Raider Rewards, Bucket Filling, Kindness Week, and other building wide programs. Twin Valley Middle School employs a wide range of positive behavior supports including a Student Advisory Program (Raider Pride), Student Leadership training, Raider Rewards (positive reinforcement), Restorative Practices and Peer Mentoring. There are two teachers who are also Restorative Practices trainers employed in the middle school who provide support and professional development. The Twin Valley High School continues the student leadership training through LINK, Student Council and Pay it Forward (schoolwide initiative). The high school staff employs Restorative Practices in student disputes whenever appropriate. Two programs in the high school also support students with behavioral needs as they work towards participation in the regular classroom. The Bridges program allows students a supportive environment for learning and behavior support. A full time teacher and learning support teacher develop goals for students to achieve while

being supported through small group tutoring and guidance related lessons daily. A classroom aide provides additional support in the classroom of 10-12 students. Certified core area teachers support student academics through a daily small group tutoring rotation. As students achieve academic, social and behavioral goals, return the regular classroom is supported on a phase-in basis. Additionally, the STEP program supports students who need some level of additional support for 1 or 2 classes on transition back to the regular classroom. A full time learning support teacher works with students in goal setting and academics as they transition fully. For students demonstrating behavior issues within the classroom, a behavioral RTI (Response to Intervention) was developed. At the elementary and middle school, the district employs behavior support teachers in each building. The behavior support teachers conduct Behavioral RTI assessments of the classroom environment on a 3 Tier System. Tier 1 examines the regular classroom environment, Tier 2 examines specified behavior supports put in place for the individual student and Tier 3 involves a functional behavior assessment and possible referral for evaluation by a school psychologist. Each building holds monthly meetings with Child Study Teams to examine the classroom and school supports and interventions for students of need. The behavior support teachers work hand in with the classroom teacher on a push-in basis. They help to develop rewards and positive support systems as well as model appropriate techniques for teachers.

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

The district contracts with mental health professionals to support our students. The district also contracts with Child Guidance Resource Center to provide 1-1 Mental Health Counseling to students in each of the five buildings. Behavior Support Teachers, Guidance Counselors, as well as Special Education Teachers meet regarding students overall Social and Emotional issues in the form of SAP meetings, MTSS meetings, IEP meetings, and parent meetings. Social Skills groups are also provided for students based on need. The Commonwealth's student assistance program (SAP) is designed to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student's learning and school success. Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, where the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. The student assistance team members do not diagnose, treat or refer for treatment; but they may refer for an assessment for treatment. TVSD utilizes this SAP process to ensure student's needs are appropriately being met.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. There are three certified Safety Care trainers on staff at the Twin Valley School District. Regular trainings and re-certifications take place through out the year. De-escalation workshops are provided for aides and teachers during the school year and summer professional development. Each building established a Safety Care team that can respond in the case of a crisis. The team consists of administration, guidance and trained teachers. A Safety Care plan for each building outlines who would respond if needed. The primary focus of our Safety Care teams is de-escalation, or removal of other students from the area in case of a student exhibiting dangerous behaviors. The last resort would involve restraint, only if immediate danger of harm to the student or others was exhibited. Any restraints within the district are reported through the electronic restraint reporting system to the state.



## Intensive Interagency

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

When Instruction Conducted in the Home is needed, we are able to provide instructors in the homes to address the needs and circumstances for the individuals involved and sometimes can be done virtually. The school district works collaboratively with all agencies that are responsible for providing services for identified students. District staff attends interagency meetings such as transition council meetings, and Early Intervention meetings. Guidance Counselors work with MH/ID (Mental Health/Intellectually Disabled), SAM (Service Access Management), Children and Youth Services, Child Guidance Services and Juvenile Probation in order to deliver appropriate programming and supports. The Special Education Department invites case managers and Professional Service Providers to IEP team meetings. If Instruction in the Home and/or Homebound instruction is recommended, it is outlined as to what type of instruction is needed. Instruction Conducted in the Home should not be confused with "Homebound Instruction" which describes the instruction a LEA may provide when a student has been excused from compulsory attendance under 22 PA Code § 11.25 due to temporary mental or physical illness or other urgent reasons. The most important difference between Instruction Conducted in the Home and Homebound Instruction is that Homebound Instruction is NOT a special education placement while Instruction Conducted in the Home is a placement made by the IEP Team. Formal definitions for each are below. Instruction Conducted in the Home is the most restrictive option on the continuum of special education placements for students with disabilities. This placement is provided as a last resort when a student with disabilities requires that special education services and programs can only be conducted in the home or a mutually agreed upon location that is decided by the IEP Team. This educational placement team decision also requires a Notice of Recommended Educational Placement/Prior Written Notice. Homebound Instruction is described in 22 PA Code § 11.25 Temporary excusals due to illness or other urgent reasons, "A principal or teacher may, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, excuse a student for nonattendance during a temporary period, but the term 'urgent reasons' shall be strictly construed and does not permit irregular attendance. A school district shall adopt rules and procedures governing temporary excusals that may be granted by principals and teachers under this section. A school district, area vocational technical school, charter or independent school may provide students temporarily excused under this section with homebound instruction for a period not to exceed 3 months. A school district, area vocational technical school, charter or independent school may request approval from the Department to extend the provision of homebound instruction, which shall be reevaluated every 3 months."

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#27	Secondary	Full-time (1.0)	06/21/2022 02:28 PM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Twin Valley HS		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#26	Secondary	Full-time (1.0)	06/21/2022 02:26 PM

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

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		

<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#25	Secondary	Full-time (1.0)	06/21/2022 02:25 PM

---

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSS#4	Secondary	Full-time (1.0)	06/21/2022 02:24 PM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>	
Twin Valley HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1



Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Twin Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#24	Secondary	Full-time (1.0)	06/21/2022 02:22 PM

Building Name		
Twin Valley MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.16

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#23	Secondary	Full-time (1.0)	06/21/2022 02:20 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#22	Elementary	Full-time (1.0)	06/21/2022 03:13 PM

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students on caseload are not being seen in a group together outside the age range.		0.12

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students on caseload are not being seen in a group together outside the age range.		0.42

<b>Building Name</b>	
Twin Valley El Ctr	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#21	Elementary	Full-time (1.0)	06/21/2022 03:13 PM

---

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students on caseload are not being seen in a group together outside the age range.		0.28

<b>Building Name</b>	
Robeson El Ctr	
<b>Support Type</b>	
Deaf And Hearing Impaired Support	
<b>Support Sub-Type</b>	
Deaf And Hearing Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#20	Secondary	Full-time (1.0)	06/21/2022 02:07 PM

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#19	Elementary	Full-time (1.0)	06/21/2022 02:05 PM

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#18	Elementary	Full-time (1.0)	06/21/2022 02:02 PM

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS #17	Elementary	Full-time (1.0)	06/21/2022 03:13 PM

---

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

Students on caseload are not being seen in a group together outside the age range.	0.4
--	-----

<b>Building Name</b>		
Honey Brook El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#16	Elementary	Full-time (1.0)	06/20/2022 09:58 AM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#15	Elementary	Full-time (1.0)	06/20/2022 09:56 AM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.04
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#14	Elementary	Full-time (1.0)	06/20/2022 09:54 AM

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#13	Elementary	Full-time (1.0)	06/21/2022 03:13 PM

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students on caseload are not being seen in a group together outside the age range.		0.24

<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02



<b>Building Name</b>		
Twin Valley El Ctr		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#12	Secondary	Full-time (1.0)	06/20/2022 09:36 AM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

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

LS#11	Secondary	Full-time (1.0)	06/20/2022 09:35 AM
-------	-----------	-----------------	---------------------

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Blind And Visually Impaired Support		

<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#10	Secondary	Full-time (1.0)	06/20/2022 09:31 AM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

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

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
---------------	---------------------------	---	----------------

LS#9	Secondary	Full-time (1.0)	06/15/2022 03:51 PM
------	-----------	-----------------	---------------------

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

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		

<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#8	Secondary	Full-time (1.0)	06/15/2022 03:49 PM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>	
Twin Valley HS	

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS #7	Secondary	Full-time (1.0)	06/15/2022 03:46 PM

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		



<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

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

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS#6	Secondary	Full-time (1.0)	06/15/2022 03:43 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

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

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#5	Secondary	Full-time (1.0)	06/15/2022 03:39 PM

<b>Building Name</b>		
Twin Valley HS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Twin Valley HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS #4	Secondary	Full-time (1.0)	06/15/2022 03:35 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS#3	Secondary	Full-time (1.0)	06/15/2022 03:10 PM

---

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Twin Valley MS		

<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS #2	Secondary	Full-time (1.0)	06/15/2022 03:08 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Speech And Language Support		

<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS #1	Secondary	Full-time (1.0)	06/15/2022 03:05 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS #3	Secondary	Full-time (1.0)	06/15/2022 03:03 PM

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Twin Valley MS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS #2	Elementary	Full-time (1.0)	06/01/2022 04:08 PM

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSS #1	Elementary	Full-time (1.0)	06/01/2022 04:06 PM

---

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

Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Robeson El Ctr		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 6 inches x 21 feet, 6 inches	376sqft	13
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 2 inches x 21 feet, 6 inches	369sqft	13
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

### 2Assurance Check

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

Building Name		Room #
Robeson El Ctr		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
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2022-06-07		
Uploaded Files		

### 3Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		115B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 41 feet, 0 inches	984sqft	35
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		107
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 6 inches x 28 feet, 4 inches	864sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		

--

#### 5Assurance Check

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

Building Name		Room #
Robeson El Ctr		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
31 feet, 0 inches x 10 feet, 0 inches	310sqft	11
Implementation Date		
2022-08-29		
Uploaded Files		

#### 6Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 6 inches x 9 feet, 4 inches	144sqft	5
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		120
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
8 feet, 0 inches x 14 feet, 4 inches	114sqft	4
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		

--

#### 8Assurance Check

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

Building Name		Room #
Robeson El Ctr		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-08-29		
Uploaded Files		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Robeson El Ctr		221
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		115
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 34 feet, 3 inches	733sqft	26
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 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 #
Twin Valley HS		117
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 7 inches x 27 feet, 4 inches	589sqft	21
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		120
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 7 inches x 37 feet, 4 inches	1291sqft	46
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

### 13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		201
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 2 inches x 38 feet, 5 inches	889sqft	31
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 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 #
Twin Valley HS		202
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
22 feet, 9 inches x 48 feet, 4 inches	1099sqft	39
Implementation Date		
2022-06-21		
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	



<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		300
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 30 feet, 11 inches	852sqft	30
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		301A
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 7 inches x 32 feet, 5 inches	796sqft	28
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 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 #
Twin Valley HS		302
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
28 feet, 9 inches x 27 feet, 8 inches	795sqft	28
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		303
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 35 feet, 5 inches	743sqft	26
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		309
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 28 feet, 8 inches	759sqft	27
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 20Assurance Check

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

Building Name		Room #
Twin Valley HS		310
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 7 inches x 28 feet, 7 inches	788sqft	28
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		312
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 11 inches x 27 feet, 9 inches	913sqft	32
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

## 22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		313
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 10 inches x 26 feet, 10 inches	773sqft	27
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 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 #
Twin Valley HS		317
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, 7 inches x 27 feet, 9 inches	820sqft	29
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		702
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 3 inches x 30 feet, 3 inches	1126sqft	40
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 25Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		706
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 3 inches x 30 feet, 11 inches	1151sqft	41
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 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 #
Twin Valley HS		707
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
19 feet, 8 inches x 30 feet, 11 inches	608sqft	21
Implementation Date		
2022-06-21		
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	



<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		710
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 10 inches x 34 feet, 6 inches	1201sqft	42
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 28Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		711
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 6 inches x 30 feet, 6 inches	655sqft	23
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

### 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 #
Twin Valley HS		712
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, 6 inches x 32 feet, 4 inches	1147sqft	40
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		713
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 4 inches x 20 feet, 8 inches	626sqft	22
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

### 31Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley HS		716
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 9 inches x 30 feet, 1 inches	1075sqft	38
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

### 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 #
Twin Valley HS		718
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 26 feet, 4 inches	948sqft	33
Implementation Date		
2022-06-21		
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	

<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		102
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 11 inches x 25 feet, 3 inches	982sqft	35
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 34Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		103
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 7 inches x 27 feet, 1 inches	665sqft	23
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

### 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 #
Twin Valley MS		114
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 27 feet, 6 inches	708sqft	25
Implementation Date		
2022-06-21		
Uploaded Files		

### 36 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		120
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 35 feet, 0 inches	965sqft	34
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

### 37Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		300
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 11 inches x 27 feet, 3 inches	678sqft	24
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

### 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 #
Twin Valley MS		315
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 3 inches x 25 feet, 8 inches	673sqft	24
Implementation Date		
2022-06-21		
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	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	



<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		316
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 8 inches x 25 feet, 2 inches	696sqft	24
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 40Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley MS		328
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 9 inches x 26 feet, 6 inches	682sqft	24
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 41 Assurance Check

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

Building Name		Room #
Honey Brook El Ctr		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 11 inches	726sqft	25
Implementation Date		
2022-06-21		
Uploaded Files		

#### 42 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Honey Brook El Ctr		218
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 2 inches	760sqft	27
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 43Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Honey Brook El Ctr		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 9 inches x 27 feet, 8 inches	850sqft	30
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 44 Assurance Check

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

Building Name		Room #
Honey Brook El Ctr		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 10 inches x 23 feet, 4 inches	672sqft	24
Implementation Date		
2022-06-21		
Uploaded Files		

#### 45 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley El Ctr		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 1 inches x 24 feet, 11 inches	824sqft	29
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 46Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley El Ctr		204
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 1 inches x 24 feet, 11 inches	824sqft	29
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

#### 47 Assurance Check

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

Building Name		Room #
Twin Valley El Ctr		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 4 inches x 11 feet, 2 inches	148sqft	5
Implementation Date		
2022-06-21		
Uploaded Files		

#### 48 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley El Ctr		331
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 15 feet, 5 inches	485sqft	17
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

#### 49Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Twin Valley El Ctr		334
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 11 inches x 11 feet, 1 inches	231sqft	8
<b>Implementation Date</b>		
2022-06-21		
<b>Uploaded Files</b>		

--

50Assurance 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

### 51Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	60	District Wide	District
School Psychologist	4	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	10	District Wide	District
Other	3	District Wide	District
Other	2	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Life Skills Training			
Lead Person/Position		Year of Training	
Principals		2020	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Strategies for Challenging Behaviors			
Lead Person/Position		Year of Training	
Principals and BST		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators Special Education Teachers

### Positive Behavior Support

Description of Training			
Strategies for Challenging Behaviors			
Lead Person/Position		Year of Training	
Principals and BST		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators Special Education Teachers

## Paraprofessional

Description of Training			
CPR Training			
Lead Person/Position		Year of Training	
BCIU		2021	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Safety Care Trainer		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Transition

Description of Training			
Transition			
Lead Person/Position		Year of Training	
Special Education Supervisor		2020	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

## Science of Literacy

Description of Training			
Literacy Assessments - LC Handwriting, Phonics			
Lead Person/Position		Year of Training	
Principals		2019	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District	Special Education Teachers

Description of Training			
Lucy Calkins Phonics			
Lead Person/Position		Year of Training	
Principals		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	General Education Teachers Special Education Teachers

Description of Training			
Read 180 Training			
Lead Person/Position		Year of Training	
District Facilitated		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Special Education Teachers

Description of Training
-------------------------

Reading Mastery Transformations Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
McGraw Hill		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Other	Special Education Teachers

## Parent Training

## IEP Development

<b>Description of Training</b>			
IEP Development			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2020	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers

<b>Description of Training</b>			
IEP Development			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers

<b>Description of Training</b>			
Legally Defensible IEP's/FBA's			

Lead Person/Position		Year of Training	
Sweet Stevens		2020	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Building Administrators Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

