

Profile and Plan Essentials

LEA Name		AUN
Whitehall-Coplay SD		121397803
Address 1		
2940 MacArthur Rd		
Address 2		
City	State	Zip
Whitehall	PA	18052
Director of Special Education Name		
Angela Friebolin		
Director of Special Education Email		
friebolina@whitehallcoplay.org		
Director of Special Education Phone Number	Director of Special Education Ext	
610-439-1431	1034	
Chief Administrator Name		
Dr Robert J Steckel Jr		
Chief Administrator Email		
steckelr@whitehallcoplay.org		

Special Education Students

Total Number of Students Receiving Special Education 720

School District Total Student Enrollment 4117

Percent of Students Receiving Special Education 17.5

Steering Committee

Name	Position/Role	Building	Email
Angela Friebolin	Director of Special Education	Whitehall-Coplay SD	friebolina@whitehallcoplay.org
Dr. Robert Steckel	Superintendent	Whitehall-Coplay SD	steckelr@whitehallcoplay.org
Renee Sallit	Director of Curriculum	Whitehall-Coplay SD	sallitr@whitehallcoplay.org
Karen Fairclough	Other	Whitehall-Coplay SD	faircloughk@whitehallcoplay.org
Sam Jones	Other	Whitehall-Coplay SD	jones@whitehallcoplay.org
Mike Sommer	General Education Teacher	Whitehall-Coplay MS	sommerm@whitehallcoplay.org
Bethany Koenig	Building Principal	George D Steckel El Sch	koenigb@whitehallcoplay.org
Jen Stancombe	Special Education Teacher	Whitehall HS	stancombej@whitehallcoplay.org
George Williams	Board Member	Whitehall-Coplay SD	williams@whitehallcoplay.org
Allison Schultz	Parent	Whitehall HS	schultza@whitehallcoplay.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

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
Community Concepts - Mickley Road	Group Home		Other	1
Persons Directed Supports Inc.	Group Home		Other	0

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

The Whitehall-Coplay School District currently hosts two facilities within the district. Both facilities are considered group homes for individuals with Multiple Disabilities. In this setting, an individual lives indefinitely with supports from the participating agency. The LEA has adopted and uses a public outreach awareness system throughout the year to locate school-aged students thought to be eligible for special education within the community. The Whitehall-Coplay School District works collaboratively to locate thought to be eligible students through various media sources. To ensure that a student is receiving a free and appropriate public education in the least restrictive environment, The Director of Special Education becomes involved immediately by working collaboratively with the case manager or counselor from the facility, the parents/guardians and county representatives. The special education placement is determined by the most current IEP and Notice of Recommended Educational Placement from the previous district. If the student is indicated as having an Individualized Education Program, or other services as the result of a disability, the district immediately requests records from the previous educational entity and conducts a review to determine the most appropriate placement for the provision of comparable services, in the least restrictive environment possible. If it is determined that additional data is needed in order to provide a free and appropriate public education (FAPE), the district will initiate the evaluation or re-evaluation process, while providing comparable services in the interim-time between evaluation, determination, and program recommendation. If the special education placement determined by the current IEP and NOREP is not available within the school district (ex. multiple disabilities support), the Director of Special Education seeks the program through the local Intermediate Unit or a private educational facility. When the District experiences difficulty programming for a particular student, the LEA contacts the CLIU and any county or private agencies involved with the student. This contact is typically initiated by the District's LEA-representative, such as the Special Education Supervisor, School Psychologist, or Guidance Counselor. When appropriate, the District will contact the Lehigh County CASSP coordinator to help facilitate a working relationship between all parties and agencies. A meeting, or series of meetings, would be scheduled to bring all parties together to discuss the issues. The District would be an active member of the interagency team to help build an appropriate program provided by a certified Special Education teacher.

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

When a student enrolls under Section 1306, the Whitehall-Coplay School district immediately becomes involved as the LEA. The LEA participates in all

meetings and educational decisions as they would with any student that is a resident of Whitehall. The Director of Special Education participates in all IEP meetings, evaluation meetings, and any other meetings held to support the educational needs of the student. Additionally, the Director of Special Education involves the district in which the family resides to ensure that all decisions are made in the best interest of the student in regards to transition and future educational placements.

Incarcerated Students Oversight

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

No

1. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

As such a facility is not located within the Whitehall-Coplay School District, we follow PDE 4605 Determination of District of Residence for Students in Facilities or Institutions in accordance with Section 1306 of the School Code to facilitate and ensure all eligible students up to age 21 receive a FAPE while incarcerated. Communication is established between the Whitehall-Coplay School District and the provider of educational services in the facility. The district maintains financial responsibility for the education of these identified incarcerated youth and adults. Records are provided for eligible students.

Least Restrictive Environment

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

Our goal at Whitehall/Coplay School District is to increase our LRE and/or remain above the State Percentage SPP Indicator of education inside the regular class 80% or more of the time. Upon review of the 2021-2022 SEDR Report, the Whitehall-Coplay School District is even with the state average of Special Education in the regular class 80% or more at 61%. For students being educated in the regular class for less than 40% of the time, the Whitehall-Coplay School District is below the state average by 2.7%. In addition, Whitehall is .9% below the state average in other settings as well. The Whitehall-Coplay School District will continue to provide quality programs to service students with disabilities within the least restrictive educational environment.

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

The Whitehall-Coplay School district provides a continuum of services for students with special needs. This includes regular education with supplementary aids and services; co-taught regular education classes; a Learning Support continuum, K-12; an Emotional Support continuum, K-12; and a Life Skills Support program, 4-12. Whitehall/Coplay also provides an Multiple Disabilities continuum grades K-3, while creating an additional MDS classroom grades 4-5 for the '24-'25 school year. Whitehall ensures that students with disabilities are to be educated with their non-disabled peers and are removed from the regular education environment only when the child's education in that setting with supplementary aids and services is not showing satisfactory progress.

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

Training and professional development is offered to all staff in the areas of Co-teaching, Autism, Behavior Interventions, Non-Violent Crisis Intervention Prevention (de-escalation techniques), Zones of Regulation, Trauma Informed Care, Equity Awareness, and various other topics to support the education of students with disabilities in the least restrictive environment.

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

The Whitehall-Coplay School District provides supplementary aids and services to allow students with disabilities to be successful in the general education environment and in extracurricular activities. These aids and services may include but are not limited to: positive behavior support plans, assistive technology, adaptations for mobility, room arrangement and seating, use sensory and motor breaks, and teacher collaboration and training time. Whitehall-Coplay School District ensures that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

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?

Supplementary aids and services are aids, services, and other supports that are provided in general education classrooms, other education-related settings, and extracurricular and nonacademic settings. Students with disabilities that are placed in private institutions are given the opportunity to participate in district lead extracurricular activities. All extracurricular activity information is posted on our district website. Transportation is provided to and from the activities.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Whitehall-Coplay School District has a continuum of Special Education services and support so that students with disabilities can be educated with nondisabled children to the maximum extent appropriate. Special Education services and support in the Whitehall-Coplay School District includes itinerant and supplemental Learning Support; itinerant, supplemental and full-time Emotional Support; supplemental and full-time Life Skills Support, and supplemental and full time Multiple Disabilities Support (K-3, currently), as well as related services. If the general education school setting is not meeting the student’s needs through supplementary aids and services, only then, the LEA will seek a program outside of the school district. The Whitehall-Coplay School District utilizes the Intermediate Unit 21 programs to support students with more extensive needs. When possible, the Whitehall-Coplay School District will utilize student data to look for trends that will afford us the ability to open new classrooms that best suite our growing population.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Oak Ridge Academy	Other	Private Separate Facility	Behavioral Health Associates	Learning Support	12
BHA-ISST at Willow Academy	Other	Private Separate Facility	Behavioral Health Associates	Emotional Support	1
Lehigh Learning and Achievement School	Other	Public Separate Facility	Intermediate Unit 21	Emotional Support	5
Orefield Middle School MDS-Functional	Other	Public Middle School	Intermediate Unit 21	Multiple Disabilities Support	2
Carbon County Enhanced Autism	Other	Public Separate Facility	Intermediate Unit 21	Autistic Support	3
Sheckler Elementary School	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	6
Project Search	Other	Public Hospital	Intermediate Unit 21	Life Skills Support	1

Catasauqua Middle School MDS-Behavioral	Other	Public Middle School	Intermediate Unit 21	Multiple Disabilities Support	2
Slatington Elementary School MDS-Behavioral	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	5
Northwestern High School MDS-Behavioral	Other	Public High School	Intermediate Unit 21	Multiple Disabilities Support	1
Valley Ridge Academy	Other	Private Separate Facility	Behavioral Health Associates	Emotional Support	1
Kernsville Elementary School MDS-Functional	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	5
Peters Elementary School MDS-Behavioral	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	6
Mahoning Valley Academy	Other	Private Separate Facility	Behavioral Health Associates	Autistic Support	4
Weisenberg Elementary School MDS-Behavioral	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	5
Parkland High School MDS-Functional	Other	Public High School	Intermediate Unit 21	Multiple Disabilities Support	2
Sheckler Elementary School MDS-Behavioral	Other	Public Elementary School	Intermediate Unit 21	Multiple Disabilities Support	5
Catasauqua High School MDS-Behavioral	Other	Public High School	Intermediate Unit 21	Multiple Disabilities Support	1
Lehigh County Enhanced Autism	Other	Public Separate Facility	Intermediate Unit 21	Autistic Support	1
Northern Lehigh Middle School MDS-Behavioral	Other	Public Middle School	Intermediate Unit 21	Multiple Disabilities Support	3

LCTI Academic Center	Other	Career and Technical: Special Education Program	Lehigh Career and Technical School	Learning Support	8
LCTI: Career Academy Program	Other	Career and Technical: Credit Recovery Program	Lehigh Career and Technical School	Learning Support	2
Ritter Elementary: MDS-B	Other	Public Elementary School	Allentown School District	Multiple Disabilities Support	2
Mosser Elementary: MDS-B	Other	Public Elementary School	Allentown School District	Multiple Disabilities Support	2
South Mountain Middle School: Allentown	Other	Public Middle School	Allentown School District	Multiple Disabilities Support	1
Sheckler Elementary: Life Skills	Other	Public Elementary School	Catasauqua School District	Life Skills Support	1
A Step Up Academy	Other	Private Separate Facility	A Step Up Academy	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-12-14

Uploaded Files

BoardDocs policy 113.2 - Behavior Support.pdf

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

The WCSD Behavior Support Policy (113.2) indicates that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Positive techniques are methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Behavior support programs and plans include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

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.**

Verbal de-escalation trainings are presented district-wide to guide staff through behaviors of a defensive student. Staff is trained to respond to a verbally acting-out student in order to defuse and avoid an escalation in behavior. The Whitehall-Coplay School District also provides training in the Non-Violent Crisis Intervention Training Program to staff that work with students in our Emotional Support Classrooms, Counselors, Psychologists or other staff that are part of the building Crisis Teams. The initial six hour training provides staff with the signs of crisis development and interventions to reduce and prevent crisis situations. In addition, staff demonstrate and practice CPI Personal Safety Techniques. These techniques are to protect staff and the acting-out individual if behavior escalates to a physical level. Additionally, Nonviolent Physical Crisis Intervention Techniques are taught to provide staff with skills to safely manage a physically aggressive individual. These techniques are considered a measure of last resort and shall only be used after other less restrictive measures have been attempted. Once staff has completed the initial training, a three hour refresher course will be required at the beginning of each school year. Refresher courses will provide a greater understanding of knowledge and skills; give staff the opportunity to problem solve, support and reflect on experiences; and review and practice personal safety and intervention techniques. Continuous support will be provided at each building within the district. Buildings will have a designated team trained in Non-Violent Crisis Intervention Prevention to intervene when a student is in need of crisis support or if a staff is in need of assistance. The crisis team meets on a monthly basis to review procedures and assess interventions.

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

The Whitehall-Coplay School District's School Wide Positive Behavior Support (SWPBS) supports the WCSD's Policy on Behavior Support. The district has embraced the importance of providing a positive environment to shape and reinforce appropriate behaviors. To date we have full implementation of

SWPBS from Kindergarten through High School, including transportation. Training was provided to each school building core team by the local IU who in turn provided training to all building faculty, staff, administrators and bus drivers.

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

The Whitehall-Coplay School District utilizes an intensive district-wide tiered system of support at all levels, K-12. The District partners with community services to provide the follow programs: Valley Youth House Programs: * Bounce Back (Grades K-4) - A mental health intervention for elementary aged children who have experienced stressful or traumatic events. * Cognitive Behavioral Intervention for Trauma in Schools (Grades 5-8) - Evidence Based Program for students who have witnessed or experienced traumatic life events. * Second Step (Grades K-5) - Universal prevention and social / emotional development program Communities In Schools: * One full time on-site Site Coordinator (Middle School) * Integrated Student Supports Model * Services directed to meet the educational, social and behavioral needs of identified students considered at-risk Lehigh Valley Health Network - Onsite Mental Health Services * One full time licensed professional counselor, working in all five buildings * Telehealth Service provided as needed Center for Humanistic Change * Project Success - Social Skill Development (MS / HS) * Peer Mentoring - 11th grade with 8th grade * Prevention / Intervention Groups (HS) * Mid Atlantic Rehabilitation Services - MARS - (HS) Student Assistance Program - All Buildings / Levels * Systematic team process used to mobilize school resources to remove barriers to learning. * Designed to assist in identifying issues including alcohol, tobacco, other drugs and mental health issues which pose a barrier to a student's success Botvin Life Skills Training (MS / HS - Health Classes): * Research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors In addition, all grades, K-12, utilize the Student Assistant Program (SAP). The Student Assistance Program is a systematic team process is designed to assist in identifying issues including academic concerns, social/emotional concerns, alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. The core of the Student Assistance Program is a professionally trained team, including school staff and liaisons from community drug and alcohol and mental health agencies. SAP team members are trained to identify issues, determine whether or not the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the issue lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community through Provider 50 or Behavioral Health Associates.

5. Describe the district restraint procedure.

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

Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Intensive Interagency

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

The Whitehall-Coplay School District currently has one student on Instruction in the Home through a NOREP/PWN. We are in the practice of conducting 45 day reviews for this student.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel-MDS-B	Elementary	Full-time (1.0)	04/02/2024 01:11 PM

Building Name	
George D Steckel El Sch	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	Case Load
Full-Time (80% or More)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range	Age Range
	7 to 9
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley-MDS-B	Elementary	Full-time (1.0)	04/02/2024 12:54 PM

Building Name	
Clarence M Gockley El Sch	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	

Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley-Grade K Supplemental Learning Support	Elementary	Full-time (1.0)	04/02/2024 11:11 AM

Building Name		
Clarence M Gockley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel (IU - MDS-Functional)	Elementary	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
George D Steckel El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Supplemental 1	Secondary	Full-time (1.0)	03/21/2024 03:37 PM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.14

Building Name

Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel - Speech	Elementary	Full-time (1.0)	04/02/2024 10:48 AM

Building Name		
George D Steckel El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.28

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

MS - Grade 8 Supplemental	Secondary	Full-time (1.0)	04/02/2024 10:49 AM
---------------------------	-----------	-----------------	---------------------

Building Name		
Whitehall-Coplay MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Grades 7-8 ES	Secondary	Full-time (1.0)	04/02/2024 11:07 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Whitehall-Coplay MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley - Grade 1 Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:09 AM

Building Name		
Clarence M Gockley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7

Age Range Justification	FTE %
	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Life Skills Support 2	Secondary	Full-time (1.0)	04/02/2024 11:20 AM

Building Name		
Whitehall HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 22
Age Range Justification		FTE %
The High School is Grades 9-12. Students in this classroom may exceed the age range due to the ability to remain in school until they are 21.		0.35

Building Name		
Whitehall HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 22
Age Range Justification		FTE %

The High School is Grades 9-12. Students in this classroom may exceed the age range due to the ability to remain in school until they are 21.	0.13
---	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr - Grade 5 Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:20 AM

Building Name		
Zephyr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grade 7 Inclusion	Multiple	Full-time (1.0)	04/02/2024 11:23 AM

Building Name
Whitehall-Coplay MS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grade 6 Supplemental	Multiple	Full-time (1.0)	04/02/2024 11:24 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 4	Secondary	Full-time (1.0)	04/02/2024 11:28 AM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 6	Secondary	Full-time (1.0)	04/02/2024 11:28 AM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Speech	Multiple	Full-time (1.0)	04/02/2024 11:29 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
The Middle School is a grades 6-8 building. The Case manager works with separate grade levels throughout the day.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr - Grade 4 Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:30 AM

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - ES 2	Secondary	Full-time (1.0)	04/02/2024 11:32 AM

Building Name		
Whitehall HS		
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	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley Speech	Elementary	Full-time (1.0)	04/02/2024 11:33 AM

Building Name		
Clarence M Gockley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr - Grade 4 Inclusion	Elementary	Full-time (1.0)	04/02/2024 11:33 AM

Building Name		
Zephyr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley - Grade K Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:34 AM

Building Name		
Clarence M Gockley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel - Grade 3 Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:34 AM

Building Name		
George D Steckel El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Supplemental 2	Secondary	Full-time (1.0)	03/21/2024 03:37 PM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.2

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 7	Secondary	Full-time (1.0)	04/02/2024 01:11 PM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel ES	Elementary	Full-time (1.0)	04/02/2024 11:40 AM

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

Building Name		
George D Steckel El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 3	Secondary	Full-time (1.0)	04/02/2024 11:41 AM

Building Name

Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels..		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel - Grade 2 Supplemental	Elementary	Full-time (1.0)	04/02/2024 11:42 AM

Building Name		
George D Steckel El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.75

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

Steckel - Grade 3 Inclusion	Elementary	Full-time (1.0)	04/02/2024 11:42 AM
-----------------------------	------------	-----------------	---------------------

Building Name		
George D Steckel El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr - Grade 5 Inclusion	Elementary	Full-time (1.0)	04/02/2024 11:43 AM

Building Name		
Zephyr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Grades 6-7 ES	Multiple	Full-time (1.0)	04/02/2024 11:07 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Whitehall-Coplay MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr - Speech	Elementary	Full-time (1.0)	04/02/2024 11:43 AM

Building Name	
Zephyr El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	17
Identify Classroom	Classroom Location
School District	Elementary
Age Range	Age Range
9 to 11	
Age Range Justification	FTE %
	0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grades 6-8 Inclusion	Multiple	Full-time (1.0)	04/02/2024 11:44 AM

Building Name
Whitehall-Coplay MS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
The Middle School is a grades 6-8 building. The Case manager works with separate grade levels throughout the day.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley - Grades K-1 Inclusion	Elementary	Full-time (1.0)	04/02/2024 11:44 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Life Skills Support 1	Secondary	Full-time (1.0)	04/02/2024 11:47 AM

Building Name		
Whitehall HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.5

Building Name		
Whitehall HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Life Skills Support	Multiple	Full-time (1.0)	04/02/2024 11:49 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
The Middle School is a grades 6-8 building.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grade 8 inclusion	Multiple	Full-time (1.0)	04/02/2024 11:49 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 14

Age Range Justification	FTE %
	0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - ES 1	Secondary	Full-time (1.0)	04/02/2024 11:50 AM

Building Name		
Whitehall HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grade 6 Inclusion	Multiple	Full-time (1.0)	04/02/2024 11:50 AM

Building Name
Whitehall-Coplay MS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 12
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gockley - ES	Elementary	Full-time (1.0)	04/02/2024 11:52 AM

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

Building Name		
Clarence M Gockley El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.35

Building Name		
Clarence M Gockley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 5	Secondary	Full-time (1.0)	04/02/2024 11:52 AM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr Life Skills Support	Elementary	Full-time (1.0)	04/02/2024 11:53 AM

Building Name		
Zephyr El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS - Grade 7 Supplemental	Multiple	Full-time (1.0)	04/02/2024 11:54 AM

Building Name		
Whitehall-Coplay MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 1	Secondary	Full-time (1.0)	04/02/2024 11:55 AM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels..		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Inclusion 2	Secondary	Full-time (1.0)	04/02/2024 11:55 AM

Building Name		
Whitehall HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Managers support students based on their individual schedules, not grade levels..		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS - Speech	Secondary	Full-time (1.0)	04/02/2024 11:55 AM

Building Name		
Whitehall HS		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The High School is Grades 9-12. The Case Manager supports students based on their individual schedules, not grade levels.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zephyr ES	Elementary	Full-time (1.0)	04/02/2024 11:56 AM

Building Name		
Zephyr El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Zephyr El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Steckel - Grade 2 Inclusion	Elementary	Full-time (1.0)	04/02/2024 11:56 AM

Building Name		
George D Steckel El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.26

Special Education Facilities

Building Name		Room #
Zephyr El Sch		228
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 36 feet, 8 inches	858sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Zephyr - 2nd floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		142
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 4 inches x 34 feet, 8 inches	947sqft	33
Implementation Date		
2022-03-23		
Uploaded Files		

MS - 1st floor.pdf

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		118
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 33 feet, 5 inches	910sqft	32
Implementation Date		
2022-03-23		
Uploaded Files		
MS - 1st floor.pdf		

3 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarence M Gockley El Sch		A3
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-03-23		
Uploaded Files		
Gockley.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall HS		C115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

29 feet, 9 inches x 31 feet, 3 inches	929sqft	33
Implementation Date		
2022-03-23		
Uploaded Files		
High School.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Zephyr El Sch		221
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 36 feet, 8 inches	858sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Zephyr - 2nd floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		A203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 3 inches	819sqft	29
Implementation Date		
2022-03-23		
Uploaded Files		
Steckel - 2nd floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
----------------------	---------------

Clarence M Gockley El Sch		C28A (Speech Room)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 18 feet, 0 inches	198sqft	7
Implementation Date		
2022-03-23		
Uploaded Files		
Gockley.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Zephyr El Sch		220 (Speech)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 11 inches x 31 feet, 8 inches	567sqft	20
Implementation Date		
2022-03-23		
Uploaded Files		
Zephyr - 2nd floor.pdf		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Zephyr El Sch		128
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 36 feet, 8 inches	858sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Zephyr 1st floor.pdf		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall HS		C115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 9 inches x 31 feet, 3 inches	929sqft	33
Implementation Date		
2022-03-23		
Uploaded Files		
High School.pdf		

11Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall HS		C110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 4 inches x 29 feet, 9 inches	694sqft	24
Implementation Date		

2022-03-23
Uploaded Files
High School.pdf

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarence M Gockley El Sch		A12
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-22		
Uploaded Files		
Gockley.pdf		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarence M Gockley El Sch		B3
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-03-23		
Uploaded Files		
Gockley.pdf		

14Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Whitehall HS	C108
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 4 inches x 29 feet, 9 inches	694sqft	24
Implementation Date		
2022-03-23		
Uploaded Files		
High School.pdf		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarence M Gockley El Sch		A3
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-04-25		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 33 feet, 4 inches	916sqft	32
Implementation Date		
2022-03-23		
Uploaded Files		
MS - 2nd floor.pdf		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		B209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 10 inches	863sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Steckel - 2nd floor.pdf		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 33 feet, 5 inches	910sqft	32
Implementation Date		
2022-03-23		
Uploaded Files		
MS - 1st floor.pdf		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall HS		G11B (Speech)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 30 feet, 6 inches	775sqft	27
Implementation Date		
2022-03-23		
Uploaded Files		
High School_599da8a0.pdf		

20 Assurance Check

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

The location of the class has been maintained for at least 3 school years.		No
--	--	----

Building Name		Room #
Zephyr El Sch		137
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 36 feet, 8 inches	858sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Zephyr 1st floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		B101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 31 feet, 3 inches	921sqft	32

Implementation Date
2022-03-23
Uploaded Files
Steckel - 1st floor.pdf

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		B211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 4 inches x 33 feet, 8 inches	852sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
Steckel - 2nd floor.pdf		

23Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		45 (Speech)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 10 inches x 31 feet, 11 inches	633sqft	22
Implementation Date		
2022-03-23		
Uploaded Files		
MS - Ground floor.pdf		

24Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Whitehall-Coplay MS	2

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 2 inches x 33 feet, 3 inches	903sqft	32
Implementation Date		
2022-03-23		
Uploaded Files		
MS - Ground floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall HS		B107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 10 inches x 29 feet, 3 inches	843sqft	30
Implementation Date		
2022-03-23		
Uploaded Files		
High School.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		A207 (Speech Room)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 4 inches x 24 feet, 2 inches	273sqft	9
Implementation Date		
2022-03-23		
Uploaded Files		
Steckel - 2nd floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall-Coplay MS		4
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 33 feet, 4 inches	908sqft	32
Implementation Date		
2022-03-23		
Uploaded Files		
MS - Ground floor.pdf		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
George D Steckel El Sch		A202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		

2023-08-28
Uploaded Files
Steckel - 2nd floor.pdf

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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Other	1	Elementary	District
Other	1	Secondary	District
Paraprofessionals	51	District Wide	District
School Psychologist	5	District Wide	District
Other	1	District Wide	District
Guidance Counselor	11	District Wide	District
Social Worker	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Other	3	District Wide	Contractor
Other	3	District Wide	District

Special Education Personnel Development

Autism

Description of Training				
Executive Functioning and Social/Emotional Learning				
Lead Person/Position			Year of Training	
Samuel Jones/Secondary Special Education Supervisor and Karen Fairclough/Elementary Special Education Supervisor			2024	
Hours Per Training	Number of Sessions		Provider	Audience
2	1		District	Paraprofessionals Special Education Teachers

Description of Training				
Social thinking and strategies for facilitating and increasing communication in students with language impairments				
Lead Person/Position			Year of Training	
Samuel Jones/Secondary Special Education Supervisor and Karen Fairclough/Elementary Special Education Supervisor			2024 2025 2026 2027	
Hours Per Training	Number of Sessions		Provider	Audience
2	1		District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Initial Certification for Non-Violent Crisis Prevention Intervention (Annual Trainings)	
Lead Person/Position	Year of Training

Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Paraprofessionals Special Education Teachers

Description of Training			
CPI- Refresher (Annual Trainings)			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Verbal De-Escalation			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
---	---	----------	--

Description of Training			
Accommodations-VS-Modifications			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Self Awareness and How to Utilize it for Success in the Classroom			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training				
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series				
Lead Person/Position			Year of Training	
Karen Fairclough/ Supervisor of Elementary Special Education and Sam Jones/Supervisor of Secondary Special Education			2024 2025 2026 2027	
Hours Per Training	Number of Sessions		Provider	Audience
20	4		PaTTAN	Paraprofessionals

Description of Training				
Multi-Tiered System of Support (MTSS)				
Lead Person/Position			Year of Training	
Karen Fairclough/ Supervisor of Elementary Special Education and Sam Jones/Supervisor of Secondary Special Education			2024 2025 2026 2027	
Hours Per Training	Number of Sessions		Provider	Audience
5	5		PaTTAN	Paraprofessionals

Description of Training	
Google Training: Utilizing Google for paperwork and student success	
Lead Person/Position	Year of Training
Sam Jones/Supervisor of Secondary Special Education	2025

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
CPI Refresher			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Kendyle Mills, Transition Consultant, CLIU21		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training
LCCC Transition Resource Fair (Annual)

Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	Other	Parents Special Education Teachers Other

Science of Literacy

Description of Training			
ELA IXL Training (Annual)			
Lead Person/Position		Year of Training	
Sam Jones/Supervisor of Secondary Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Other	Special Education Teachers

Parent Training

Description of Training	
Challenging Goals and High Expectations: PEAL Center	
Lead Person/Position	Year of Training
Amanda Robbins/LTF21 Chairperson	2024

Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit Other	Parents

Description of Training			
Arc of PA, Tech Owl, LVCIL Assistive Technology			
Lead Person/Position		Year of Training	
Amanda Robbins/LTF21 Chairperson		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit Other	Parents

IEP Development

Description of Training			
Language of Behavior			
Lead Person/Position		Year of Training	
PATTAN		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
--	--	--	-------

Description of Training			
Legally Defensible IEPs and Evaluation Language			
Lead Person/Position		Year of Training	
Kat,Sweet, Steven's Law Firm		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Other

PASA DLM Training

Description of Training			
PASA DLM Training			
Lead Person/Position		Year of Training	
Kendyle Mills		2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-13

Uploaded Files

SPECIAL ED PLAN.pdfsignature and affirmation.pdf

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

Superintendent/Chief Executive Officer

Robert J. Steckel, Jr.

Date

2022-06-28

