

Profile and Plan Essentials

LEA Name		AUN	
Pottsville Area SD		129546103	
Address 1			
1501 W Laurel Blvd			
Address 2			
City	State	Zip	
Pottsville	PA	17901	
Director of Special Education Name			
Kelly A Brennan			
Director of Special Education Email			
kabrennan@pottsville.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
5706212985			
Chief Administrator Name			
Dr Sarah E Yoder			
Chief Administrator Email			
seyoder@pottsville.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education 519

School District Total Student Enrollment 2398

Percent of Students Receiving Special Education 21.6

Steering Committee

Name	Position/Role	Building	Email
Kelly A Brennan	Director of Special Education	Pottsville Area SD	kabrennan@pottsville.k12.pa.us
Eleanor Aschman	Other	Pottsville Area HS	easchman@pottsville.k12.pa.us
Deneen Reese	Other	Clarke El Ctr	dreese@pottsville.k12.pa.us
Michael Maley	Building Principal	Clarke El Ctr	mmaley@pottsville.k12.pa.us
Caitlin Mohl	Building Principal	Lengel MS	cmohl@pottsville.k12.pa.us
Jared Gerace	Director of Curriculum	Pottsville Area SD	jgerace@pottsville.k12.pa.us
Sarah Yoder	Superintendent	Pottsville Area SD	sayoder@pottsville.k12.pa.us
Elizabeth Sophy	Parent	Pottsville Area SD	jsophy64@yahoo.com
Ashley Shappell	General Education Teacher	Lengel MS	ashappell@pottsville.k12.pa.us
Julie Saunders	Special Education Teacher	Pottsville Area HS	jsaunders@pottsville.k12.pa.us

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Cloud Home	Resident Treatment Facility		District	6

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.)

Once the student registers into the Pottsville Area School District a 4605 form is sent to the district of residency. The PASD adheres to 24 P.S. 13-1302 and 22 PA Code 11.11 (b) to ensure that we are meeting the student's needs. Once the district receives the student's IEP, one of the Special Education Administrators will review the student's IEP and other transferring educational documents. Upon review, the student will receive programming according to his/her IEP. The district always considers placement options, with supplementary supports and services in the Least Restrictive Environment. Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age non-resident individuals. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the students, and provides FAPE in conformity with the IEP. As a host district to non resident students, The Pottsville Area School will conduct child find activities for all students. The students will be instructed by certified special education teachers. Also, due to students being classified as McKinney-Vento, if the BID determines that it would be in the best interest of the student to remain in his home district, he may attend his home district while living at the Cloud Home.

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

The district participates in meetings for students that are placed in a 1306 facility. This helps ensure that students receive the proper supports and services when they transition back to their home district. When a student returns to the district, they are placed in their same placement prior to being in a 1306 facility.

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
Schuylkill County Prison	Adult Prison	District	0

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).

Pottsville Area School District is the host district for the Schuylkill County Prison. Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed in the Schuylkill County Prison. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the inmates, and provides FAPE in conformity with the IEP. Acting as the host school district, Pottsville Area School District is responsible for making decisions regarding the goals, programming, and educational placement for each eligible student. Pottsville Area School District is also responsible for seeking advice from the resident school district with respect to the eligible student, and keeping the resident school district informed of its plans to educate the eligible student in the Schuylkill County Prison

Least Restrictive Environment

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

The district needs to closely monitor students placed in other settings. In the 2019-2020 school year the district's percentage for students included 80% or more was 58.9%, inside the regular education class less than 40% was 10.9% and in other settings 6.2%. In 2020-2021, the Pottsville Area School District improved in all three areas. Students included 80% or more is 59%, inside regular education class 40% or less is 10.8% and in other settings is 3.9%. This year, the Administrative Team, met and reviewed the students in other setting and made a plan to return student to their home district. The plan was communicated to the students' IEP team members. At annual IEP meetings, the team reviews progress monitoring to determine if the student(s) academic and behavioral needs can be met back in their home school.

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 Pottsville Area School District staff was also trained on Positive Behavior Interventions and Supports (PBIS). Each district building implemented a PBIS team that meets monthly and will be provided with follow-up training to implement positive behavior strategies throughout the district. Each building has its own PBIS team to implement building specific strategies and supports. The district will also continue to implement individual positive behavior support for students who require individual behavior plans or individual crisis plans. Additionally, the district provides a continuum of mental health services, via social skills direct instruction, social work services, psychological counseling, and mental health counselors from the community on the district campus. The elementary and middle school have an agreement with an outside agency to provide community and school based behavioral health. The agency has an office in both buildings. Starting with the 2022-2023 school year, the Pottsville Area High School will also offer the similar services. If the team determines that the student's needs cannot be met in the regular education classroom, then the student will receive his/her education in a special education classroom. If Pottsville Area School District is experiencing difficulty in arranging the special educational services or program that a student requires in the least restrictive environment, the district will promptly take steps to arrange for the services in the IEP and contact the local Intermediate Unit or another child service agency, such as CASSP, for further assistance.

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

As part of the middle school's ATSI plan, all students who receive learning support are include in the regular education for math and ELA. Intervention blocks were built into the schedule and that is when students receive their special education instruction. Teachers have been provided training on the following topics; Effective instruction, Effective Co-teaching, Data and Instruction for Math and Assessment for ELA. As part of the Pottsville Area High School TSI plan, the special education students will have access to the general education content in both math and English with additional supports.

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

The district will provide any supplementary aids and services outlined in a student's IEP to ensure that he/she may participate in chosen extracurricular activities. The special education teachers work closely with the Athletic Directors and coaches to provide any supports and services necessary for students with disabilities in order to participate.

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?**

If a student is placed in a private institution, the district will always considered the least restrictive environment in their placement, just like students being educated within the district. The district and the private school will review the six questions regarding placement during every IEP meeting. Also, district

procedures allow students that are demonstrating appropriate behaviors and academic success to participate in extracurricular activities such as clubs, musical activities and athletics. Students are notified through electronic e-mail, and district website of activities and opportunities to sign up and participate in these 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 District's Administrative Team met to discuss the students that are currently being educated out of the districts. The team discussed students that may be able to return to the district. IEP meetings were scheduled and the team met to discuss the student(s) returning to their home district. The IEP team discussed what supports and services the student(s) would need in order to be successful in his/her home district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Behavioral Health Associates	Licensed Private Academic		Behavioral Health Associates	Emotional Support	4
Maple Avenues Campus	Other	Intermediate Unit	Schuylkill Intermediate Unit 29	Emotional Support	20

Positive Behavior Support

Date of Approval

2013-05-15

Uploaded Files

behaviorpolicy.pdf

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

The district has an emotional support classroom in all three buildings. Each classroom provides a continuum of support. The district also has a School Worker in the elementary center and high school and the middle school employees a Licensed School Counselor. The elementary and middle school both currently house an outside agency which provides counseling services to students during school hours. All three buildings employ a guidance counselor as well. The three building each have a trained SAP team that meet at least monthly to review data. If the district suspects that a student is displaying behaviors that impede his /her learning or that of others, Permission to Evaluate/ Reevaluate is issued and a FBA (Functional Behavior Assessment) is conducted. The FBA is completed by the school psychologist and FBA team. In the high school, there is a teacher who is a BCBA (Board Certified Behavior Analyst) . She is able complete Behavioral Assessments based on the Applied Behavioral Analysis. This teacher will complete the FBA for students who are autistic. Once the FBA is conducted a PBISP (positive behavior support plan) is developed to address the student's behavioral needs. If the student's IEP already contains a PBISP and the student is still exhibiting behaviors that impede his/her learning or learning of others, the district will conduct a thorough reevaluation which may include updated ability and achievement testing, behavior assessments, observations, input from staff and parents and a review of the student's educational record. As follow-up IEP meeting will be conducted and a new PBISP will be developed.

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.

Behavior Support Plan - a plan addressing a disabled student's behavioral needs and intervention within an IEP. Behavior support plans include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing, and program concerns shall be reviewed and addressed prior to development of a behavior support plan. Functional Behavioral Assessment - an assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the problem behavior and the effectiveness of the interventions undertaken to address the behavior. Positive Techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. The district has two employees that are trained to train other staff members in comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior in schools. The district employs staff members in each building trained in providing students instruction on replacement behaviors to de-escalate when they are in a heightened state.

3. Describe the district positive school wide support programs.

The Pottsville Area School District staff was also trained on Positive Behavior Interventions and Supports (PBIS). Each district building implemented a PBIS

team that meets monthly and will be provided with follow-up training to implement positive behavior strategies throughout the district. Each building has its own PBIS team to implement building specific strategies and supports. The district will also continue to implement individual positive behavior support for students who require individual behavior plans or individual crisis plans. Additionally, the district provides a continuum of mental health services, via social skills direct instruction, social work services, psychological counseling, and mental health counselors from the community on the district campus.

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

The district has an emotional support classroom in all three buildings. Each classroom provides a continuum of support. The district also has a School Worker in the elementary center and high school and the middle school employees a Licensed School Counselor. The elementary and middle school both currently contract with an outside agency which provides community and school based behavioral health services. For the 2022-2023 school year, the high school will implement the program. All three buildings employ a guidance counselor as well. The three buildings each have a trained SAP team that meet monthly to review data.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment. The use of restraints to control aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

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 district will always attempt to utilize our own buildings to meet the needs of a student. If the district cannot meet the needs of a student within the district, we will contact other districts to determine if the student's needs could be met within their district. If another district cannot help provide services, then the district will turn to our local Intermediate Unit. If the local Intermediate Unit cannot meet the needs of the student, the district will then contact PaTTAN and fill out an Intensive Interagency Initial Report. The LEA will request local interagency team consultation through Schuylkill County Child and Adolescent Service System Program (CASSP). In addition the local Intermediate Unit provides on-going supports and assists through a CASSP liaison. The district makes every attempt to actively participate in CASSP meetings when district personnel are invited. The district has an active ESAP/SAP team in each building that meets at least monthly to address student needs. The elementary and middle building has school based behavior health located in the school setting. For the start of the 2022-2023, this program will expand to the high school. The district collaborates with the Schuylkill County Juvenile Probation, Service Access Management, Children and Youth, REDCO, ESAP/SAP, Pennsylvania Counseling Services and Office of Vocational Rehabilitation. The district continues to review data to help determine and plan for needs that may still exist within the district. The district has monthly district wide administration meetings to discuss programming needs throughout the district. The special education administrators meet monthly to review programming needs. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. The district does not have any students placed on Instruction Conducted in the Home. If a student is waiting for an appropriate educational placement, the district provides virtual instruction.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
theadr	Multiple	Full-time (1.0)	05/05/2022 11:22 AM

Building Name		
Lengel MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
When the therapist provides service, students are grouped by their grade. There is not an age gap.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
awithelder	Multiple	Full-time (1.0)	05/05/2022 11:19 AM

Building Name		
Lengel MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30

Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
Students are grouped by grade level. There is not an age gap when seen by the therapist.		0.46

Building Name		
Pottsville Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Multiple	14 to 21
Age Range Justification		FTE %
Students are grouped by grade level. There is not an age gap when seen by the therapist.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
chorvath	Secondary	Full-time (1.0)	05/05/2022 11:23 AM

Building Name		
Pottsville Area 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	14 to 21
Age Range Justification		FTE %
All students have an age justification in their IEPs. Even though there may be a seven year age span, all needs are able to be met within the classroom.		0.35

Building Name		
Pottsville Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
All students have an age justification in their IEPs. Even though there may be a six year age span, all needs are able to be met within the classroom.		0.38

Building Name		
Pottsville Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support	Case Load	
Full-Time (80% or More)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ertanquillo	Secondary	Full-time (1.0)	06/30/2022 12:31 PM

Building Name		
Pottsville Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
An age waiver is added to students' IEPs. All their needs are able to be met even though there is a seven year age gap between the students.		0.55

Building Name		
Pottsville Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Support Type		
Support Sub-Type		

Level of Support			Case Load
Identify Classroom	Classroom Location	Age Range	
	Secondary	to	
Age Range Justification			FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jsmith	Secondary	Full-time (1.0)	05/05/2022 11:25 AM

Building Name			
Pottsville Area 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 18	
Age Range Justification			FTE %
			0.26

Building Name			
Pottsville Area HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load

Supplemental (Less Than 80% but More Than 20%)	2	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ckovaleski	Secondary	Part-time (0.5)	05/05/2022 10:43 AM

Building Name	
Pottsville Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	10
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	15 to 18
	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
shorvath	Secondary	Part-time (0.5)	05/05/2022 10:22 AM

Building Name
Pottsville Area HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ghoak	Secondary	Full-time (1.0)	05/05/2022 08:54 AM

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lwelsh	Secondary	Full-time (1.0)	05/05/2022 08:53 AM

Building Name		
Pottsville Area 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 %
		0.38

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jstrohecker	Secondary	Full-time (1.0)	05/05/2022 08:52 AM

Building Name		
Pottsville Area HS		
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	14 to 19
Age Range Justification		FTE %
An age waiver is in the student's IEP. Their needs can still be met even though there is a five year age range.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
aforney	Secondary	Full-time (1.0)	05/05/2022 08:33 AM

Building Name

Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jchicini	Secondary	Full-time (1.0)	05/05/2022 08:31 AM

Building Name		
Pottsville Area HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mboarn	Elementary	Full-time (1.0)	05/04/2022 10:35 AM

Building Name		
Clarke El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are grouped by their grade. When students are seen by the therapist, they are within the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rdamiter	Elementary	Full-time (1.0)	05/04/2022 10:29 AM

Building Name		
Clarke El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are grouped by their grade. When students are seen by the therapist, they are within the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lbubeck	Multiple	Full-time (1.0)	05/04/2022 10:27 AM

Building Name		
Clarke El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students are grouped by grade. They are all still within the age range when seen by a therapist.		0.77

Building Name		
Lengel MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kboris	Elementary	Full-time (1.0)	05/04/2022 10:20 AM

Building Name
Clarke El Ctr

Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 10
Age Range Justification		FTE %
An age waiver is in every students' IEP. Their needs can be met even though there may be a five year age span.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cseiger	Elementary	Full-time (1.0)	05/04/2022 10:11 AM

Building Name		
Clarke El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 10
Age Range Justification		FTE %
There is an age justification all students' IEPs. Even though there may be a five year age span, all students' needs are able to be met.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
agoeghring	Elementary	Full-time (1.0)	05/05/2022 10:54 AM

Building Name		
Clarke El Ctr		
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%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
All students have an age justification in their IEPs. Even though there may be a five year age span, all needs are able to be met within the classroom.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
dlecker	Elementary	Full-time (1.0)	05/04/2022 10:06 AM

Building Name		
Clarke El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
Age justifications are in every students' IEPs. The students' needs are able to met even though there is a five year age span.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hmartin	Elementary	Full-time (1.0)	05/04/2022 10:04 AM

Building Name		
Clarke El Ctr		
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	5 to 7
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smcdonald	Elementary	Full-time (1.0)	05/04/2022 10:03 AM

Building Name		
Clarke El Ctr		
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 10
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
khess	Elementary	Part-time (0.5)	05/05/2022 09:12 AM

Building Name		
Clarke El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are grouped by their grade level when they receive services. When they are in their groups, they are within the age range.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kbertsch	Elementary	Full-time (1.0)	05/03/2022 12:46 PM

Building Name		
Clarke El Ctr		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ichistakoff	Elementary	Full-time (1.0)	05/03/2022 12:45 PM

Building Name		
Clarke El Ctr		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lsmith	Elementary	Full-time (1.0)	05/03/2022 12:45 PM

Building Name		
Clarke El Ctr		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ksteigerwalt	Elementary	Full-time (1.0)	05/03/2022 12:44 PM

Building Name		
Clarke El Ctr		
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	Elementary	6 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
nkustsmeda	Elementary	Full-time (1.0)	05/03/2022 12:43 PM

Building Name	
Clarke El Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	10
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
espohy	Multiple	Full-time (1.0)	04/29/2022 10:25 AM

Building Name	
Lengel MS	
Support Type	
Emotional Support	

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
All just have an age justification in their IEPs. Individual needs can still be met even though there maybe a 4 year age range.		0.2

Building Name		
Lengel MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
All just have an age justification in their IEPs. Individual needs can still be met even though there maybe a 4 year age range.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smaroukis	Multiple	Full-time (1.0)	04/29/2022 10:28 AM

Building Name
Lengel MS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Lengel MS		
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	Multiple	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
njohnson	Multiple	Part-time (0.5)	05/05/2022 09:13 AM

Building Name	
Lengel MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	14

Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ahughs	Secondary	Full-time (1.0)	04/29/2022 10:13 AM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.28

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cholman	Elementary	Full-time (1.0)	04/29/2022 10:29 AM

Building Name		
Lengel MS		
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	Elementary	11 to 13
Age Range Justification		FTE %
		0.24

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
msspeech	Multiple	Full-time (1.0)	04/29/2022 10:14 AM

Building Name		
Lengel MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 15
Age Range Justification		FTE %
The therapist does not group students outside the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lsmath	Multiple	Full-time (1.0)	04/29/2022 10:14 AM

Building Name		
Lengel 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	Multiple	10 to 14
Age Range Justification		FTE %
The students are not receiving the support at the same time. Students are grouped by their grade and are within the age range.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mfocht	Multiple	Full-time (1.0)	04/29/2022 09:35 AM

Building Name		
Lengel MS		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
All students in the class have an age waiver in their IEPs due to students being in grade 5-8. The students are grouped by their ability level.		0.35

Building Name		
Lengel 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%)		8
Identify Classroom	Classroom Location	Age Range

School District	Multiple	13 to 15
Age Range Justification		FTE %
All students in the class have an age waiver in their IEPs due to students being in grade 5-8. The students are grouped by their ability level.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kedling	Secondary	Full-time (1.0)	04/29/2022 09:31 AM

Building Name		
Lengel MS		
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	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jbutz	Multiple	Full-time (1.0)	06/28/2023 10:52 AM

Building Name		
Lengel MS		
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	Multiple	10 to 12
Age Range Justification		FTE %
Students are grouped by their ability level. All students have an age waiver listed in their IEPs with a justification.		0.4

Building Name		
Lengel 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 14
Age Range Justification		FTE %
Students are grouped by their ability level. All students have an age waiver listed in their IEPs w		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kboyer	Elementary	Full-time (1.0)	04/29/2022 09:21 AM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
nkus	Elementary	Full-time (1.0)	06/16/2022 10:06 AM

Building Name		
Clarke El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.4

Special Education Facilities

Building Name		Room #
Clarke El Ctr		003
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Clarke El Ctr		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 25 feet, 0 inches	925sqft	33
Implementation Date		
2022-05-18		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Clarke El Ctr		205
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 29 feet, 0 inches	899sqft	32
Implementation Date		
2022-05-18		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Clarke El Ctr		305
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Clarke El Ctr		404
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Clarke El Ctr		307
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 24 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Clarke El Ctr		309
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 24 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Clarke El Ctr		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 23 feet, 0 inches	874sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Clarke El Ctr		510
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 23 feet, 0 inches	897sqft	32
Implementation Date		
2022-05-18		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Clarke El Ctr		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2022-05-18		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Clarke El Ctr		315
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 25 feet, 0 inches	875sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Clarke El Ctr		313
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 25 feet, 0 inches	875sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Clarke El Ctr		311
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Lengel MS		102
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Lengel MS		104
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Lengel MS		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Lengel MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Pottsville Area HS		23
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, 0 inches x 21 feet, 6 inches	408sqft	14
Implementation Date		
2022-05-18		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Pottsville Area HS		115
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-18		
Uploaded Files		

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	

Building Name		Room #
Pottsville Area HS		119
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, 8 inches x 30 feet, 6 inches	691sqft	24
Implementation Date		
2022-05-18		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Pottsville Area HS		131
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, 0 inches x 26 feet, 0 inches	572sqft	20
Implementation Date		
2022-05-18		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Pottsville Area HS		218
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
12 feet, 4 inches x 22 feet, 7 inches	278sqft	9
Implementation Date		
2022-05-18		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Pottsville Area HS		311
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, 0 inches x 24 feet, 8 inches	542sqft	19
Implementation Date		
2022-05-18		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Pottsville Area HS		311B
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, 0 inches x 17 feet, 7 inches	386sqft	13
Implementation Date		
2022-05-18		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Clarke El Ctr		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2022-05-18		
Uploaded Files		

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	

Building Name		Room #
Clarke El Ctr		bus lobby
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2022-05-18		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Clarke El Ctr		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2022-05-18		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Clarke El Ctr		008
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, 0 inches x 20 feet, 0 inches	560sqft	20
Implementation Date		
2022-05-18		
Uploaded Files		

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	

Building Name		Room #
Lengel MS		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Lengel MS		106A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2022-05-18		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Lengel MS		106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Lengel MS		308A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 12 feet, 0 inches	384sqft	13
Implementation Date		
2022-05-18		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Lengel MS		308B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 16 feet, 0 inches	352sqft	12
Implementation Date		
2022-05-18		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Lengel MS		307B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 16 feet, 0 inches	352sqft	12
Implementation Date		
2022-05-18		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Clarke El Ctr		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2023-08-28		
Uploaded Files		

35 Assurance Check

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

Special Education Support Services

36Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Other	1	Secondary	District
Paraprofessionals	32	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Conference			
Lead Person/Position		Year of Training	
PaTTAN			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
Michael Maley/Principal			
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Safe Crisis Management	
Lead Person/Position	Year of Training
Michael Maley/Principal	

Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
SPIRE			
Lead Person/Position		Year of Training	
Maria Schiff/SPIRE trainer			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals Special Education Teachers

Transition

Description of Training			
Casey Life Skills Updates			
Lead Person/Position		Year of Training	
Julie Saunders/Middle School Lead Teacher and Job Coach			
Hours Per Training	Number of Sessions	Provider	Audience
15 minutes	1	District	Special Education Teachers

Description of Training			
Transition Tuesdays - Engaging Families in Transition Planning			
Lead Person/Position		Year of Training	
Lisbeth Little			
Hours Per Training	Number of Sessions	Provider	Audience

1	1	PaTTAN	Special Education Teachers
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Description of Training			
Student IEP Driven Diplomas			
Lead Person/Position			Year of Training
Julie Saunders/Middle School Lead Teacher, Graduation Coach			
Hours Per Training	Number of Sessions	Provider	Audience
15 minutes	1	District	Special Education Teachers

Description of Training			
OVR Introduction, Student Led IEP			
Lead Person/Position			Year of Training
Julie Saunders/Middle School Lead Teacher, Graduation Coach			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training			
Writing Transition IEPs			
Lead Person/Position			Year of Training
Julie Saunders/Middle School Lead Teacher, Graduation Coach			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training			
Review of the Pottsville Area School District transition grid			
Lead Person/Position			Year of Training

Julie Saunders/Middle School Lead Teacher, Graduation Coach			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Literacy Development			
Lead Person/Position		Year of Training	
Elaina Prestileo			
Hours Per Training	Number of Sessions	Provider	Audience
30	1	District	Parents

Description of Training			
SPIRE			
Lead Person/Position		Year of Training	
Maria Schiff/SPIRE trainer			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Literacy Development			
Lead Person/Position		Year of Training	
Elaina Prestileo			
Hours Per Training	Number of Sessions	Provider	Audience

30 minutes	1	District	Parents
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Description of Training			
Supporting the Emotional Health of your Adolescent			
Lead Person/Position		Year of Training	
Thespina Godschalk			
Hours Per Training	Number of Sessions	Provider	Audience
15 minutes	1	Other	Parents

Description of Training			
Parent Secondary Transition Newsletters			
Lead Person/Position		Year of Training	
Julie Saunders/Middle School Special Education Lead teacher, Graduation Coach			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
Annotated IEP Cheat Sheet			
Lead Person/Position		Year of Training	
Special Education Administrator			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training

Review of Special Education Policies and Procedures			
Lead Person/Position		Year of Training	
Special Education Administrator			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training			
When to hold an IEP meeting			
Lead Person/Position		Year of Training	
Special Education Administrator			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Interventions to Prevent Learning Loss

Description of Training			
Interventions to provide during scheduled Intervention Time			
Lead Person/Position		Year of Training	
Elaina Prestileo/Reading Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Assessment and Data Analysis	
Lead Person/Position	Year of Training

Maria Schwab/TAC from CCIU			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Data Collection

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		Other	Paraprofessionals Special Education Teachers

Description of Training			
Interventions to provide during scheduled Intervention Time			
Lead Person/Position		Year of Training	
Elaina Prestileo/Reading Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Special Education Teachers

Description of Training			
Assessment and Data Analysis			
Lead Person/Position		Year of Training	
Maria Schwab/TAC from CCIU			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	Intermediate Unit	General Education Teachers Paraprofessionals

			Special Education Teachers
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Signatures & Affirmations

Approval Date
2022-06-08

Uploaded Files

PASD Special Education plan assurances.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

Sarah Yoder

Date

2022-06-22

