

Profile and Plan Essentials

LEA Name		AUN	
Minersville Area SD		129544703	
Address 1			
Battlin Miner Dr & Low Rd			
Address 2			
PO Box 787			
City	State	Zip	
Minersville	PA	17954	
Director of Special Education Name			
Jill Atkinson			
Director of Special Education Email			
jatkinson@battlinminers.com			
Director of Special Education Phone Number		Director of Special Education Ext	
5705441400		2217	
Chief Administrator Name			
Dr Carl G McBreen Ed.D.			
Chief Administrator Email			
cmcbreen@battlinminers.com			

Special Education Students

Total Number of Students Receiving Special Education 288

School District Total Student Enrollment 1098

Percent of Students Receiving Special Education 26.2

Steering Committee

Name	Position/Role	Building	Email
Dr. Carl McBreen	Superintendent	Minersville Area SD	cmcbreen@battlinminers.com
Jill Atkinson	Director of Special Education	Minersville Area SD	jatkinson@battlinminers.com
Joel Motuk	General Education Teacher	Minersville Area JSHS	jmotuk@battlinminers.com
Shane Spotts	Director of Curriculum	Minersville Area SD	sspotts@battlinminers.com
Nannette Bentz	Building Principal	Minersville Area El Ctr	nbentz@battlinminers.com
Rochelle Jones	Special Education Teacher	Minersville Area El Ctr	rojones@battlinminers.com
Albert Matakoni	Special Education Teacher	Minersville Area JSHS	amatakoni@battlinminers.com
Ashley Hopkins	General Education Teacher	Minersville Area El Ctr	ahopkins@battlinminers.com
Todd Rizzardi	Other	Minersville Area El Ctr	trizzardi@battlinminers.com
Theresa Cook	Parent	Minersville Area El Ctr	tmcook82@gmail.com
Melissa Pytak	Parent	Minersville Area El Ctr	Mpytak@gmail.com
Kevin Wigoda	Board Member	Minersville Area SD	kwigoda@battlinminers.com
Albert Marazas	Board Member	Minersville Area SD	amarazas@battlinminers.com
Rachelle Jones	Other	Minersville Area JSHS	rjones@battlinmines.com
Sarah Quinn	Other	Minersville Area SD	squinn@battlinminers.com
Michael Maley	Building Principal	Minersville Area JSHS	mmaley@battlinminers.com

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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Non-Resident Students Oversight

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

No

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

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn twenty-one. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements under § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility, 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed per the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made under federal and state disciplinary protections referenced in the Basic Education Circulars (BECs). (1) Alternative Education for Disruptive Youth (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and (2) Enrollment of Students (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350). In addition to ensuring an appropriate educational program, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children "thought to be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects a child may qualify for special education or a Service Agreement under 22 PA

Code Chapter 15. In that case, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent, through the IEP or Service Agreement process, determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and developing a Service Agreement for a "qualified handicapped student" under Chapter 15. Students with disabilities educated in a host district will be instructed by certified special education personnel.

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

To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should, if possible, attempt to collaborate with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program. If the student is moving to a residential facility in another school district instead of returning home, these contacts should be made with the new host school district. In deciding where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14, 15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

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).**

Pottsville Area School District is the host district for Schuylkill County prison and in that capacity, provides the needed services directly to students from Minersville School District who are deemed eligible for special education services. If a student within the boundaries of the district is incarcerated, the district ensures the proper judicial authorities receive the necessary educational records to ensure FAPE. Additionally, upon release, the district requests educational records to assist the student in making a successful transition back to his/her home school district. The district also makes every attempt to participate in IEP meetings. Minersville 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 students residing in the district who are incarcerated in the Schuylkill County prison. Eligible students receive special education services when they are charged with a criminal offense, are awaiting trial and after they are convicted of a criminal offense. Pottsville Area School District in conjunction with Minersville School District complies with the child find obligations of IDEA 2004, implements/reviews or develops Individualized Education Plans 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. As the Host School District, Pottsville District, is responsible for making decisions regarding the goals, programming, and educational placement for each incarcerated eligible student and seeks advice from Minersville School District in the planning of that educational program. Minersville School District remains informed of the education of its incarcerated eligible students through active dialogue and communication with Pottsville Area School District to ensure the provision of appropriate special educational programs for our incarcerated youth.

Least Restrictive Environment

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

The Minersville Area School District offers a continuum of educational services for our school-age students identified as having a disability and needing special education programming. To meet students' needs in the least restrictive environment, the IEP team considers the full range of options on a continuum, beginning with regular education and extending to out-of-district placements. The educational starting point for identified students is within the district and the general education setting. The district looks to utilize supplementary support and services to the maximum extent appropriate to provide educational programming in the least restrictive environment. The Minersville Area School District continually considers the least restrictive environment for students with disabilities to provide the students with their educational programming in the regular education classroom along with the provision of supplemental aids and services to help the students meet with success. The district's 2022-23 Penn Data Special Education Data Reporting (SEDR) highlights that 62.2% of the district's students identified as having a disability receive their educational programming for 80% or more of their school day in the regular education classroom. The Minersville School District provides this level of Itinerant service at a rate higher than the state average. The district also recognizes that the data identifies the need for the district to continue to strive to increase the number of students with disabilities serviced at the Itinerant level. Compared to the 2021-22 school year, that level of service has decreased by 2.7% in 22-23. A second area in the SEDR data shows a need for improvement in reducing the number of students with disabilities serviced in a supplemental support setting, which is special education support services inside the regular education class, by 40% or less. There was a .3% increase when looking at the 22-23 data compared to the previous year. Of the need for further improvement is the number of students served in special education settings outside of the district, which increased by .6% in 22-23. The Minersville Area School District strives to improve LRE placement environments by considering the continuum of support options and the full range of supplementary aides and services.

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 universal practices that the Minersville Area School District utilizes to address the academic and social/emotional needs of all students in need of accommodations include the review of supplementary supports and services for each student at least annually, timely delivery of IEP documents to teachers, and essential staff, remediation and intervention in the areas of reading/writing/math, use of technology district-wide to assist with student learning and modifications, and continuing professional development in a variety of academic/behavioral/social/emotional intervention areas. The Minersville Area School District ensures that, to the maximum extent appropriate, before a change of placement for children with disabilities from the general education environment occurs, a review of supplementary aids occurs, and consideration is made for the implementation of additional supplementary aids and services. These provisions align with the district's Psychoeducational Evaluation and Referral Process. The district aims to educate all students in their

home schools. When the IEP team determines that it can no longer successfully support a student with disabilities in the least restrictive environment, even with the addition of supplementary support and services, the IEP team recommends a more restrictive placement. The decision-making process includes parents/guardians, who are integral to the team.

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

The Minersville Area School District utilizes a variety of academic programming and training efforts to ensure that students with disabilities are provided with the opportunity to participate meaningfully in the general education curriculum. The district's special education teachers provide remedial support to students to address skill deficits. The district offers teachers, related services professionals, and support staff training throughout the school year on behavior interventions, social/emotional learning, inclusive practice, co-teaching, differentiation, progress monitoring, and provision of supplementary aids and service considerations. The Minersville Area School District provides information regarding training opportunities to parents through the district website.

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

The Minersville Area School District considers the full range of supplementary aids and services to afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities. Special education teachers and support staff collaborate with extracurricular advisors and coaches to provide any support and services necessary for students with disabilities to participate meaningfully. The district maintains that each student with a disability will have access to 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 according to 34 CFR § 300.117.

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

The Minersville Area School District procedures allow students demonstrating appropriate behaviors and academic effort to participate in district extracurricular activities such as clubs, musical activities, and athletics. The district notifies students of opportunities to participate in extracurricular activities and directions for registration through the student information system communication methods of parent phone calls, email, social media, and the district website.

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 Minersville Area School District continuously evaluates services and programming options within the district to expand the provision of the continuum of services. The district recognizes that with greater expansion of services, there will be a reduced need for

placements in other settings. The Minersville Area School District continues to look to provide students with the Least Restrictive Environment when making placement decisions and strives to expand programs and services to build additional capacity within the district. Efforts to reduce the percentage of special education students located in other settings outside of district-located settings is an area of concentration. The district is committed to expanding programs to service those students within the regular school building that the student would attend if not a student with a disability.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Maple Avenue Campus	Other	Public Separate Facility (Non-Residential)	Schuylkill Intermediate Unit #29	Multiple Disabilities Support	3
Schuylkill Learning Academy	Other	Public Separate Facility (Non-Residential)	Schuylkill Intermediate Unit #29	Learning Support	2
Maple Avenue Campus	Other	Public Separate Facility (Non-Residential)	Schuylkill Intermediate Unit #29	Life Skills Support	8
Maple Avenue Campus	Other	Public Facility (Non Residential)	Schuylkill Intermediate Unit #29	Autistic Support	5
Maple Avenue Campus	Other	Public Separate Facility (Non-Residential)	Schuylkill Intermediate Unit #29	Emotional Support	3
River Rock Academy - Cressona	Licensed Private Academic	Private Facility (non-residential)	River Rock Academy	Autistic Support	3
Schuylkill Learning Academy	Other	Public Facility (Non Residential)	Schuylkill I.U. #29	Emotional Support	5

Positive Behavior Support

Date of Approval

2019-02-27

Uploaded Files

113.2 Positive Behavior[96005].pdf

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

The Minersville Area School District supports the emotional and social needs of students with disabilities through district staff, contracted staff, and professional development to support their services. The district Social Worker supports our students with disabilities and serves as part of the IEP team to address the social and emotional needs of students with disabilities. The district contracts with a Community and School-Based Behavioral Health service. It provides the agency with a classroom within our elementary and high school buildings to provide additional support to students and families of students with disabilities.

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

The Minersville Area School District provides training in using positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention. The district has several employees training in Safe Crisis Management Certification de-escalation and plans to provide annual training to certify additional staff. The district utilizes the Pennsylvania Training and Technical Assistance Network (PaTTAN) resources for educators as reference materials for teachers to use continuously. Teachers must complete the training related to the behavior supports referenced in the multi-tiered system of support (MTSS) model, which includes creating positive behavior support plans and learning environment and engagement initiatives. The district provides additional training in developing Positive Behavior Support Plans and reference materials to access when developing those plans. The district contracts with a Behavioral Consultant Behavioral Analyst (BCBA) to conduct Functional Behavioral Analysis (FBA) assessments to analyze data and support a thorough positive behavior support plan.

3. Describe the district positive school wide support programs.

The district adopted behavioral support requirements that focused on positive rather than negative measures. The behavior support program includes a variety of techniques to develop and maintain skills that will enhance a student's opportunities for learning and self-fulfillment. The types of intervention chosen for a student shall be individualized and least intrusive. The district has established rules

regarding student discipline and behavior requirements. The district implemented a Positive Behavior Interventions and Supports (PBIS) program at the K-6 level during the 23-24 school year.

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

The Minersville Area School District provides contracted school-based behavioral health services to students with disabilities. The district offers psychological services through a Licensed School Psychologist and Social Work Services. Agencies and individuals specializing in Behavior Intervention also utilize contracted services. The district-contracted school-based service provider collaborates with psychiatrists and families to coordinate services for those students eligible for the program.

5. **Describe the district restraint procedure.**

Restraints may only be included in a student's IEP if the following criteria are met: -used in conjunction with the Positive Behavior Support Plan -used in conjunction with teaching socially appropriate alternatives to behavior - staff are properly trained and sanctioned by the district -Behavior Support Plans include efforts to eliminate restraints The district has a team of trainers certified using the JKM Model of Safe Crisis Management (SCM). A certified crisis team is in place in the two district buildings. Training is offered annually for recertification in SCM for the crisis intervention teams. The training team also provides in-service presentations on de-escalation techniques for all students, specifically for students with autism. Per Chapter 10, Safe Schools, a Memorandum of Understanding exists between the local police authority and the school district. The regional force is invited to attend in-service on de-escalation training sessions. Additionally, all district paraprofessionals are provided in-service training on behavior management strategies and techniques. The Director of Special Education promptly records all restraints through the RISC (Restraint Information System Collection).

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.

Under BEC 34 CFR §300.26(a)(1), the Minersville Area School District ensures that students with disabilities determined to require Instruction Conducted in the Home or receive Homebound Instruction will report to the Pennsylvania Department of Education Special Education Students at Home Reporting System (SES) so that the Department can determine whether these students require intensive interagency coordination. The district will also utilize the SES reporting system to notify the Pennsylvania Department of Education if a student with a disability is at substantial risk of waiting more than 30 days for an appropriate educational placement, for the department to assist in coordination efforts.

Special Education Facilities

Building Name		Room #
Early Childhood Edu Ctr		E2
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 10 feet, 0 inches	140sqft	5
Implementation Date		
2022-06-08		
Uploaded Files		
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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 #
Minersville Area El Ctr		322
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 36 feet, 0 inches	1278sqft	45
Implementation Date		

2022-06-08
Uploaded Files
EC Rm 322 Upload.pdf

2Assurance Check

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

Building Name		Room #
Minersville Area El Ctr		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2022-06-08		
Uploaded Files		
EC Rm 205 Upload_c6502d08.pdf		

3Assurance Check

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

Building Name		Room #
Minersville Area El Ctr		318
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 20 feet, 0 inches	520sqft	18
Implementation Date		
2022-06-08		
Uploaded Files		
EC Rm 318 Upload.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 #
Minersville Area El Ctr		321
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 15 feet, 6 inches	341 sqft	12
Implementation Date		
2022-06-08		
Uploaded Files		
EC Rm 321 Upload.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 #
Minersville Area El Ctr		104
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
48 feet, 0 inches x 16 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-08		
Uploaded Files		
EC Rm 104 Upload_6edca831.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 #
Minersville Area JSHS		233
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 233 Upload.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 #
Minersville Area JSHS		232
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 6 inches	848sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 232 Upload.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 #
Minersville Area El Ctr		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
Implementation Date		
2022-06-08		
Uploaded Files		
EC 109B Upload.pdf		

9Assurance Check

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

Building Name		Room #
Minersville Area JSHS		237
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 28 feet, 0 inches	882sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 237 Upload.pdf		

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

Building Name		Room #
Early Childhood Edu Ctr		1
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 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		
LL K Rm 1 Upload_449b72c7.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 #
Minersville Area JSHS		206
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 27 feet, 0 inches	729sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 206 Upload.pdf		

12Assurance 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 #
Minersville Area El Ctr		213
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 20 feet, 0 inches	580sqft	20
Implementation Date		
2022-06-08		
Uploaded Files		
EC Rm 213 Upload_42a5da0c.pdf		

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

Building Name		Room #
Minersville Area JSHS		238
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, 0 inches	840sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 238 Upload.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 #
Minersville Area JSHS		155
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 23 feet, 0 inches	943sqft	33
Implementation Date		
2022-06-08		
Uploaded Files		
HS 155 Upload.pdf		

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

Building Name		Room #
Minersville Area JSHS		154
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 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		
HS 154 Upload.pdf		

16 Assurance Check

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

Building Name		Room #
Minersville Area JSHS		230
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		
HS Rm 230 Upload.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 #
Minersville Area El Ctr		311
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
Implementation Date		
2024-03-23		
Uploaded Files		
Room 311 Floor Plan and Pics.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 #
Minersville Area JSHS		148
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-03-25		
Uploaded Files		
HS 148 layout and pics.pdf		

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

Building Name		Room #
Minersville Area JSHS		132
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 29 feet, 0 inches	841 sqft	30
Implementation Date		
2024-03-25		
Uploaded Files		
HS 132 Upload.pdf		

20Assurance Check

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

Building Name		Room #
Minersville Area JSHS		152
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, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2024-03-25		
Uploaded Files		
HS Room 152 Layout and pics.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

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	28	District Wide	District
School Psychologist	2	District Wide	Contractor
School Psychologist	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	2	Secondary	District
Social Worker	1	District Wide	District
Occupational Therapist	2	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Other	1	District Wide	District