

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 600

School District Total Student Enrollment 2587

Percent of Students Receiving Special Education 23.2

Steering Committee

Name	Position/Role	Building	Email
Kelly A Brennan	Director of Special Education	Pottsville Area SD	kabrennan@pottsville.k12.pa.us
Alicia Nye	Other	Pottsville Area HS	anye@pottsville.k12.pa.us
Julie Saunders	Other	Clarke El Ctr	jsaunders@pottsville.k12.pa.us
Kerri Lubinsky	Building Principal	Clarke El Ctr	klubinsky@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
Ashley Shappell	General Education Teacher	Lengel MS	ashappell@pottsville.k12.pa.us
Alicia Hallenbeck	Parent	Clarke El Ctr	aliciamhallenbeck@gmail.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?

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 the district is meeting the student's educational 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 completion of the document review, a revision IEP meeting is held with the appropriate team members, and the student will receive programming according to his/her IEP. The district always considers the continuum of placement options, with supplementary supports and services in the Least Restrictive Environment. The 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, the 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 identified students will be instructed by certified special education teachers. Also, due to students being classified as McKinney-Vento, if the BID finds that it would be in the best interest of the student to remain in his/her home district, he/she may attend his/her 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. If the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution as least two weeks prior to the student's planned discharge from the residential program, if possible. When a student returns to the district, they are placed in their same placement prior to being in a 1306 facility. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

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, the 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 input and relevant data 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 most recent data for Least Restrictive Environment. Highlight areas of improvement.**

According to the December 1, 2024 Child Count, students included in the regular education class 80% or more was 58%, the regular education 40%-79% of the day was 14%, less than 40% was 26% and other settings 1%. Compared to the December 1, 2023 Child Count 80% or more was 60%, the regular school day, 40%-79% of the day was 23%, less than 40% was 11% and other settings was 1%. At the beginning of the 2024-2025 school 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 utilizes 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 on Tier 1, 2, and 3, 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, middle, and high school have an agreement with an outside agency to provide community and school based behavioral health. The agency has an office in all three buildings. 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.**

In the middle school, intervention blocks were built into the schedule for ELA and math. This was done to try to include more students who receive special education into the general education classes. During this time, 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 consider 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. During annual IEP meetings, families also receive information to participate.

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 currently has a continuum of services for students in grades k-12. All supports and services are implemented across the district. The District's Administrative Team meet to discuss the students that are currently being educated out of the districts. The team discusses students that may be able to return to the district. IEP meetings are scheduled and the team meets to discuss the student(s) returning to their home district. The IEP team discusses what supports and services the student(s) would need in order to be successful in his/her home district. The District's Administrative Team meets to discuss incoming students that receive early intervention services. This discussion allows the district to plan ahead for any additional classrooms or supports to be in place before their Kindergarten year begins.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	5
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. All three buildings currently house an outside agency which provides counseling services to students during school hours. All three buildings employ at least two guidance counselors as well. The three buildings each have a trained SAP team that meet at least monthly to review data. All three buildings utilize the PBIS to support Tier 1, 2, and 3 interventions. The elementary center utilizes MTSS through the use of the behavior interventionist, social worker, and school counselors to offer behavioral interventions within the regular education classroom. 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. 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 PBSP 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. A 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 three 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 at least 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. All three buildings currently contract with an outside agency which provides community and school based behavioral health services. All three buildings employ at least two guidance counselors, as well. The three building 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. All restraints are reported quarterly in the RISC system.

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. All three schools have school based behavioral health located in the school setting. 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Roberts	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
O'Brien	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18

Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Morrison	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Miller	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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%)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
Students receive instruction by their grade level. Even though students on her roster are not within the age range, they do not receive instruction at the same time.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Leffler	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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	13 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Lengel MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Davis	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Lengel MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 15
Age Range Justification		FTE %
		0.26

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

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 15
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Borrell	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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 13
Age Range Justification		FTE %
An age waiver is added to students' IEPs that are not within the student age range.		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	12 to 15
Age Range Justification		FTE %
An age waiver is added to students' IEPs that are not within the student age range.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E.Sophy	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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 %
Not all students are receiving their education in the class at the same time. Students are grouped by their grade and educational level. However, if students are in the class at the same time and are not within the age range, an age waiver is completed in the students' IEPs.		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 %
Not all students are receiving their education in the class at the same time. Students are grouped by their grade and educational level. However, if students are in the class at the same time and are not within the age range, an age waiver is completed in the students' IEPs.		0.5

Building Name		
Lengel MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MFocht	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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 13
Age Range Justification		FTE %
Age waivers are added to students' IEPs that are outside of the age limit.		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	13 to 15
Age Range Justification		FTE %
Age waivers are added to students' IEPs that are outside of the age limit.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
pimler	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

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

Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
thess	Secondary	Full-time (1.0)	04/14/2025 12:46 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
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 19
Age Range Justification		FTE %
An age waiver is noted in the students' IEPs. The age range does not impact the students' educational programming.		0.1

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%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
An age waiver is noted in the students' IEPs. The age range does not impact the students' educational programming.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
brogers	Secondary	Part-time (0.5)	04/14/2025 12:46 PM

Building Name		
Pottsville Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.1
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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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mrhode	Secondary	Full-time (1.0)	04/14/2025 12:46 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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
An age waiver is noted in the students' IEPs. The age range does not impact the students' educational programming.		0.6

Building Name		
Pottsville Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
An age waiver is noted in the students' IEPs. The age range does not impact the students' educational programming.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
theffner	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lhnd	Elementary	Full-time (1.0)	04/14/2025 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hmcDonald	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hpappacena	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Clarke El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %

	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jsadusky	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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 %
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.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
msirkot	Elementary	Full-time (1.0)	04/14/2025 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)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
sgardner	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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 %
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.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
agoeghring	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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%)		20
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.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ksteigerwalt	Elementary	Full-time (1.0)	04/14/2025 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	5 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Altomose	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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
hmartin	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cholman	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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	Elementary	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%)		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
dlecker	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Clarke El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
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.		0.04

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%)		16

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.		0.8

Building Name		
Clarke El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
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.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ichistakoff	Elementary	Full-time (1.0)	04/14/2025 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)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smcdonald	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lwelsh	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

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
Ismith	Elementary	Full-time (1.0)	04/14/2025 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ghoak	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

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

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%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cseiger	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Clarke El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
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.		0.33

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%)		12
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.	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
msspeech	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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 %
Even though there are students on the therapist's roster with a four year age difference, the students do not receive their therapy together.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ertanquillo	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mhook	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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
jstrohecker	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification	FTE %	
Students on the teacher's roster span the five years, but the student's are not in the same instructional classes.	0.26	

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 19

Age Range Justification	FTE %
Students on the teacher's roster span the five years, but the student's are not in the same instructional classes.	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kedling	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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	Multiple	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	Multiple	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
awithelder	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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	Secondary	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
smaroukis	Multiple	Full-time (1.0)	04/14/2025 12:46 PM

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%)		17
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jsmith	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

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 19
Age Range Justification		FTE %
Students on the teacher's roster span the five years, but the student's are not in the same instructional classes.		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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kboris	Elementary	Full-time (1.0)	04/14/2025 12:46 PM

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
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jchicini	Secondary	Full-time (1.0)	04/14/2025 12:46 PM

Building Name		
Pottsville Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

Special Education Facilities

Building Name		Room #
Pottsville Area HS		311
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 24 feet, 8 inches	542sqft	19
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lengel MS		308B
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 16 feet, 0 inches	352sqft	12
Implementation Date		
2022-05-18		
Uploaded Files		

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.	Yes	

Building Name		Room #
Pottsville Area HS		23
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 21 feet, 6 inches	408sqft	14
Implementation Date		
2022-05-18		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Clarke El Ctr		bus lobby
School Building		Building Description
		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		

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.	Yes	

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

Uploaded Files

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.	Yes	

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

6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarke El Ctr		105
School Building		Building Description
		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		

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.	Yes	

Building Name		Room #
Lengel MS		107
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 28 feet, 0 inches	868sqft	31

Implementation Date
2022-05-18
Uploaded Files

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.	Yes	

Building Name		Room #
Pottsville Area HS		132
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 26 feet, 0 inches	572sqft	20
Implementation Date		
2023-06-18		
Uploaded Files		

9Assurance Check

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

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

Building Name		Room #
Pottsville Area HS		311B
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 17 feet, 7 inches	386sqft	13
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lengel MS		102
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 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

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.	Yes	

Building Name		Room #
Clarke El Ctr		510
School Building		Building Description
		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		

12Assurance 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.	Yes	

Building Name		Room #
Lengel MS		105
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 36 feet, 0 inches	1008sqft	36
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Lengel MS	106

School Building		Building Description
		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		

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.	Yes	

Building Name		Room #
Pottsville Area HS		115
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, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-18		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Clarke El Ctr		308
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 29 feet, 0 inches	870sqft	31
Implementation Date		
2023-08-28		
Uploaded Files		
JSC new AS classroom[41].pdf		

16Assurance Check

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

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

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.	Yes	

Building Name		Room #
Lengel MS		104
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 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-18		
Uploaded Files		

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.	Yes	

Building Name		Room #
Lengel MS		307B
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 16 feet, 0 inches	352sqft	12
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lengel MS		108
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 28 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-18		
Uploaded Files		

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.	Yes	

Building Name		Room #
Lengel MS		308A
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 12 feet, 0 inches	384sqft	13
Implementation Date		
2022-05-18		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Clarke El Ctr		108
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		
2024-08-19		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarke El Ctr		413
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		
2024-08-19		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Clarke El Ctr		Room A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 3 inches x 8 feet, 2 inches	165sqft	5
Implementation Date		
2024-08-19		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Clarke El Ctr		Room B
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 8 feet, 2 inches	122sqft	4
Implementation Date		
2025-01-24		
Uploaded Files		

25 Assurance Check

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

Building Name		Room #
Clarke El Ctr		Room C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 10 inches x 8 feet, 2 inches	112sqft	4
Implementation Date		
2024-08-19		
Uploaded Files		

26Assurance 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 #
Clarke El Ctr		OT/PT
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, 7 inches x 16 feet, 3 inches	464sqft	16
Implementation Date		
2024-11-11		
Uploaded Files		

27Assurance 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 #
Clarke El Ctr		106
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 28 feet, 0 inches	868sqft	31
Implementation Date		
2025-08-25		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Clarke El Ctr		411
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 38 feet, 0 inches	836sqft	29
Implementation Date		
2025-08-25		
Uploaded Files		
25.26 floor plan.pdf		

29Assurance 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.	Yes	

Building Name		Room #
Clarke El Ctr		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 38 feet, 0 inches	798sqft	28
Implementation Date		
2025-08-25		
Uploaded Files		
25.26 floor plan_c8d5a25e.pdf		

30Assurance 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.	Yes	

Building Name		Room #
Pottsville Area HS		130
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		
2024-06-07		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Pottsville Area HS		304
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		
2025-04-07		
Uploaded Files		

32Assurance 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

33Special 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
Behavior Specialist	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Conference			
Lead Person/Position		Year of Training	
PaTTAN		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Continued TAC support from Schuylkill Intermediate Unit 29			
Lead Person/Position		Year of Training	
Schuylkill Intermediate Unit 29		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 time per year	Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training

Safe Crisis Management			
Lead Person/Position		Year of Training	
Stanely Sabol/Rodney Snowell/Jeremy Guistewhite		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PBIS			
Lead Person/Position		Year of Training	
PBIS Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training
Safe Crisis Management

Lead Person/Position		Year of Training	
Stanley Sabol/Rodney Snowell/Jeremy Guistewhite		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Classroom Behavior Managment			
Lead Person/Position		Year of Training	
IU 29, Various Personnel		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Credential of Competency for Special Education Paraprofessionals			
Lead Person/Position		Year of Training	
Pattan		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
20	1	Intermediate Unit PaTTAN	Paraprofessionals

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Description of Training			
Paraprofessional retreat			
Lead Person/Position		Year of Training	
Dr. Renee Evans, Director of Special Education at Schuylkill IU 29		2025	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Review of the Pottsville Area School District transition grid			
Lead Person/Position		Year of Training	
High School Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training	
Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities to be empowered in an environment of change and any updates and resources they can utilize to enhance our Transition program. These trainings will also include the implementation of the Academic Standards for Career Education and Work as issued by the Pennsylvania Department of Education.	
Lead Person/Position	Year of Training

Director of Special Education in coordination with the High School Supervisor of Special Education		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Literacy Development			
Lead Person/Position		Year of Training	
Elaina Prestileo		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
30	1	District	Parents

Parent Training

Description of Training	
Literacy Development	
Lead Person/Position	Year of Training
Elaina Prestileo	2025 2026 2027 2028

Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1 per year	District	Parents

Description of Training			
Parent trainings will be posted on the school's website as they become available.			
Lead Person/Position		Year of Training	
Special Education Administration		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District Intermediate Unit PaTTAN	Parents

IEP Development

Description of Training			
Annotated IEP Cheat Sheet			
Lead Person/Position		Year of Training	
Special Education Administrator		2025 2026 2027 2028	
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		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training			
IEP Development			
Lead Person/Position		Year of Training	
Special Education Administrator		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	1	District	Special Education Teachers

Description of Training			
Quick PD Series to Improve IEPs			
Lead Person/Position		Year of Training	
Ashley Hess/IU29		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	Intermediate Unit	Special Education Teachers

Description of Training			
PASA Training			
Lead Person/Position		Year of Training	
Cindy Studlack/IU29		2025	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

