



Tamaqua Area SD

Special Education Plan Report

07/01/2023 - 06/30/2026

Special Education Students

Total Number of Students Receiving Special Education 536
School District Total Student Enrollment 2130
Percent of Students Receiving Special Education 25.2

Steering Committee

Name	Position/Role	Building	Email
James Betz	Director of Special Education	Tamaqua Area SD	jbetz@tamaquasd.org
Thomas McCabe	Building Principal	Tamaqua Area SHS	tmccabe@tamaquasd.org
Sherri Gerber	Special Education Teacher	Tamaqua Area SHS	sgerber@tamaquasd.org
Jackie Murphy	Special Education Teacher	Tamaqua Area MS	jmurphy@tamaquasd.org
Dawn Walsh	Special Education Teacher	Tamaqua El Sch	dwalsh@tamaquasd.org
Connie Segedy	General Education Teacher	Tamaqua Area SHS	csegedy@tamaquasd.org
Shaina Gill	Parent	Tamaqua El Sch	sbere403@gmail.com
Dr. Stephen Toth	Director of Curriculum	Tamaqua Area SD	stoth@tamaquasd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

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.)**

The Tamaqua Area School District recognizes its responsibility to identify students placed within a 1306 Facility who are entitled to services under IDEA, Section 504 and ADA. While no Section 1306 Facility currently exists within the Tamaqua Area School District, should one open, the district would be responsible to identify eligible students through Child Find and provide required special education programs with certified special education teachers as well as certified related service providers. Qualified students would receive a team-developed IEP, and the provision of FAPE in the least restrictive environment. The district also recognizes its obligation to maintain contact with the district of residence regarding the provision of services. The district reserves the right to bill the district of residence for services and tuition.

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

Currently, there are no facilities located in the Tamaqua Area School District providing services to nonresident students per Section 1306 of the PA Public School Code. In the event that a facility providing services to 1306 students moves into the Tamaqua Area School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code by holding a parent meeting at least a week prior to discharge date to discuss possible discharge instructions, transition strategies, in addition to any IEP revisions that might be necessary.

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).**

Least Restrictive Environment

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

Data from school year 2020-2021 indicates that the district was not meeting the state target for Indicator 5: Educational Environments. The SEDR from 2020-2021 revealed the following data: SE Inside the Regular Education Class 80% or more : LEA 56.8% vs. State 62.1%; SE Inside the Regular Education less than 40%: LEA 12.3% vs. State 9.8%; SE In Other Settings : LEA 2.5% vs. State 4.7%. Data from the 2021-2022 school year indicates that the district was not meeting the state target for Indicator 5: Educational Environments. The SEDR from 2021-2022 revealed the following data: SE Inside the Regular Education Class 80% or more : LEA 51.3% vs. State 61.8%; SE Inside the Regular Education less than 40%: LEA 13.3% vs. State 9.9%; SE In Other Settings : LEA 3.0% vs. State 4.4%. While we are below the state average in the SE Inside the Regular Education Class 80% category as well as the SE Inside the Regular Education Class Less Than 40%, our district did meet the target for SE in Other Settings. Our district will continue to put forth effort into promoting inclusionary practices to the maximum extent appropriate to meet or exceed the state average.

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

The district regular and special education staff continue to improve their inclusive practices in order to meet the diverse student needs. The implementation of School Age Intervention Services at the elementary buildings including MTSS, and Student Intervention Teams at the middle and high school have provided valuable resources in enhancing student integration and support within the regular education environment. The district implements a Tier 1, Tier 2, and Tier 3 approach in order to provide a high-quality core instruction and intensive interventions matched to the needs of students. Frequent progress monitoring is conducted to make data driven decisions about instruction to meet aligned goals. Examples of our universal practices include, but are not limited to, the following: Interagency and CASSP meetings, parent conferences, reading and math evidence-based interventions, additional services such as Occupational or Physical Therapy, adjusted pacing, modified or accommodated curriculum, counseling by the school counselor, school psychologist, or school social worker, consultation with the IU TAC team for professional development, assistive technology evaluations and interventions, positive behavior support plans, self or teacher monitored behavior interventions, behavioral contracts, job training, school to work options, work/study options, and vocational training. Tamaqua Area SD staff consider the placement of every student in the general education setting with their peers before considering any non-inclusive environment or separate educational setting. If less restrictive options are deemed inappropriate for a student, the Individualized Education Program team may consider programs outside the district which would include placement in cross district classrooms, Intermediate Unit programs, Approved Private Schools as well as Licensed Private Schools.. If a student is placed outside the district, the district engages in ongoing discussions about the appropriateness of the placement. Parents/guardians are an integral part of the team and are included in the decision-making process. If a program is selected that is out of the district, the LEA Representative attends regularly scheduled meetings to determine the continued appropriateness of the program. The goal of the district is always to have the student return to their home school. It is the responsibility of the IEP team to ensure that to the maximum extent appropriate students with disabilities, including those in public or private institutions, or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. The district uses a School Wide Positive Behavior Support Programs in district school buildings. The district has also placed an increased focus on social/emotional needs by providing school social work support in every building. In accordance with SPP targets and the district's percentages in the Indicator 5 section, Tamaqua Area School District aims to reduce the percentage of students receiving Supplemental services, increasing the percentage of students receiving Itinerant services within the regular education setting.

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

Tamaqua Area School District plans effectively to ensure that students are placed in their Least Restrictive Environment in the home school setting to the maximum extent possible. This is accomplished by following the school district's Psychoeducational Evaluation Referral Process. The district currently employs special education staff, paraprofessional staff, psychological services, speech therapy services, occupational therapy services, and special education supervision. The IEP Team makes recommendations regarding appropriate educational placement with the addition of supplementary aids and services. The IEP Team works diligently to maximize student integration time within the regular education environment prior to student placement within special education classrooms. Direct instruction is provided to students in need of recoupment of learned skills. The district currently schedules four in-service days annually for the purpose of providing site-based training and support from IU staff, Independent Consultants, PSBA, and PSEA presenters. District staff access PaTTAN for trainings on an as-needed basis. All paraprofessionals receive the required 20 hours on professional development through district sponsored trainings and PaTTAN video conferences and webinars. Furthermore, the use of specially designed instruction, positive behavior plans and a thorough list of accommodations provides for meaningful participation in the general education curriculum to maximum extent appropriate. The district is also exploring offering more co-taught classrooms throughout our primary grade levels.

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

TASD is committed to providing training in the area of supplemental aids and services to the staff as demonstrated by the amount of professional development that is done both formally, informally, and in consultation with the personnel that have specific expertise, including PaTTAN, Schuylkill Intermediate Unit 29, Specialized District Consultants through site-based targeted or District-wide trainings and consultations. This includes but is not limited to best inclusionary practices, de-escalation, positive behavioral supports, Functional Behavior Assessments, and Assistive Technology training to all staff including professionals, support and administration, as well as parents. Special education case managers work closely with extracurricular advisors and coaches to discuss student's IEPs, SDIs, Positive Behavior Plans and provide any supports and services necessary for students with disabilities 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?**

The students that are placed in other settings are either placed at our local intermediate unit, Behavioral Health Associates or at a residential treatment facility (RTF). For the students that are placed at our local intermediate unit or Behavioral Health Associates, the district continuously reviews the student's educational and behavioral progress to determine if the student is able to return back to their home district. The district's main goal is to return students to their home district and the least restrictive environment. For students who are placed in RTFs, through the court system, the district makes a concerted effort to participate in meetings conducted for the students. When the student is being discharged from the RTFs, the district will return the student to the placement he/she was assigned to prior to being sent to an RTF. Students and families are reminded that they are eligible to participate in all extracurricular activities offered by the district. This information can be found on the district website as well as being discussed at all Intake, IEP team and progress meetings.

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)**

TASD offers a robust special education program with full continuum of special education services to identified students. Tamaqua Area School District plans effectively to ensure that students are placed in their Least Restrictive Environment in the home school setting to the maximum extent possible. In some cases, student needs are met outside of the home school setting. Such placements recommendations are made as a team decision and only after all other

supports have been exhausted. The first category includes students with Emotional Support who require additional supports. The district receives numerous transfer students and foster placement students who move to the district with IEP's written with the identified need of therapeutic components. The district currently utilizes Alternative Education Programs to help fulfill these extensive student needs. The second category is students with Multiple Disabilities with needs which exceed the support within a Life Skills Program. The district currently contracts with the Schuylkill Intermediate Unit in order to help meet the student needs, including intensive 1-on-1 instruction, personal care, and supplemental aides and services. The district is currently looking into expanding services by the addition of another Autistic Support classroom and exploring an in-district alternative education program.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
IU 29 Maple Avenue	Other	Intermediate Unit	IU 29 Maple Avenue	Autistic Support	4
BHA - Pride	Licensed Private Academic		Behavioral Health Associates	Emotional Support	5
BHA - Willow	Licensed Private Academic		Behavioral Health Associates	Autistic Support	2
BHA - ISST	Licensed Private Academic		Behavioral Health Associates	Emotional Support	2
BHA - Mahoning Valley Academy	Licensed Private Academic		Behavioral Health Associates	Autistic Support	2
BHA - Journey Program	Licensed Private Academic		Behavioral Health Associates	Emotional Support	2

Positive Behavior Support

Date of Approval

2021-06-15

Uploaded Files

Policy 113.2 - Behavior Support - 6-15-2021 (1).pdf

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

Building administrators and the Director of Special Education communicate regularly and work collaboratively when disciplining a student within the special education program. This ongoing collaboration provides for fair, consistent, and creative discipline to ensure students continue to receive an education in the least restrictive environment and appropriate interventions and supports are included within the IEP and implemented with fidelity. Thus, decreasing suspension rates and alternative education placements. Student behavioral and emotional concerns are discussed and examined through the team approach. Data collection and other elements may include revised behavior management plans in review with interest surveys to determine the effective use of rewards and consequences. A Functional Behavioral Assessment (FBA) may be conducted to better determine specific functions and antecedents to a student's behavior. School-wide programs have been designed and implemented at each level and reflect age-appropriate techniques to build character development, community, and citizenship. These developmentally positive school-wide behavior programs have been effective in improving overall student behavior, as per data collection. The district strives to establish significant relationships with families and attempts to connect families with community-based mental health resources. TASD has recently increased its school social work staff from 1 to 3 to better meet the socio-emotional needs of our students.

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.

TASD Staff is trained through professional development opportunities through PaTTAN and the Schuylkill Intermediate Unit. Internally, all staff, whether they are special educators, regular educators or paraprofessionals, are trained/refreshed at the beginning of the school year during opening in-services on the building-wide positive behavior support programs in each of their school buildings. This training continues throughout the year during faculty and curriculum meetings. For those staff members in classrooms with potentially volatile students, the staff is trained and certified in Crisis Prevention Institute. CPI training provides this staff the de-escalation techniques and behavior management strategies to continue a culture of safety for all of our students.

3. Describe the district positive school wide support programs.

All district buildings utilize guidance staff, social workers, behavior interventionist, school police officers, para-professionals, Schoolwide Positive Behavior Support Systems, Student Intervention Teams, and the Student Assistance Program (SAP) in an attempt to maintain students with behavioral needs in the least restrictive environment. Also, Functional Behavior Assessments, as well as Positive Behavioral Support Plans, are utilized to provide positive behavioral support in an effort to maintain students in the least restrictive environment. Our elementary schools, middle school, and high school use a school-wide incentive program to teach, encourage, and promote positive behavior throughout the school environment. The Elementary Schools have implemented PBIS programs in each building. Rockin' Raiders has led to a consistent program for all students to follow.

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

TASD employs 2 Social Workers with LCSW credentials and 1 Counselor with a BCBA certification to support all of the students in our district. Our social workers provide individual and group psychological counseling to students as part of their IEPs as a related service. Our Social Workers and Counselors provide services to our regular education students as well.

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

Our restraint procedure is as follows: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The Director of Special Education will report all restraints quarterly in the RISC system. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Intensive Interagency

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

TASD will always attempt to utilize our own buildings to meet the needs of our students. TASD currently has not had any difficulty offering FAPE to any identified eligible special education student. When the LEA is having difficulty ensuring FAPE for an individual student, an IEP team meeting is established to consider options that may be available inside or outside of the district. The LEA seeks input from IU 29 in searching for appropriate and/or available placement options to offer to the parent at a team meeting. If the local Intermediate unit cannot meet the needs of the student, The LEA will request local interagency team consultation through Schuylkill County Child and Adolescent Service System Program (CASSP). The district will then contact PaTTAN and fill out an Intensive Interagency Initial Report. The LEA may also offer a comprehensive re-evaluation to determine the need for additional services and supports. Such an evaluation may include a psychiatric evaluation or Functional Behavior Analysis. The district currently offers placements outside of the district through IU 29 for students requiring extensive supports for Autism, Multiple Disabilities, Severe Emotional Disturbance, and Partial Hospitalization. The district also participates in CASSP meetings, supporting the recommendation for RTF when appropriate. Currently TASD does not have any gaps in its educational program. The district offers a continuum of services throughout all grade levels. We are able to meet the needs of all of our students either within our district, within another district or at the local Intermediate Unit. All students receiving instruction in the home will be logged into SES Program.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPHS1	Secondary	Full-time (1.0)	02/27/2023 03:30 PM

Building Name			
Tamaqua Area SHS			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			24
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 21
Age Range Justification			FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.			0.37

Building Name			
Tamaqua Area MS			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			24
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 21
Age Range Justification			FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.			0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPWP1	Elementary	Full-time (1.0)	02/27/2023 03:27 PM

Building Name		
West Penn Twp El Sch		
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 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPTE2	Elementary	Full-time (1.0)	02/27/2023 03:26 PM

Building Name		
Tamaqua El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPTE1	Elementary	Full-time (1.0)	02/27/2023 03:25 PM

Building Name			
Tamaqua El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			47
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 11	
Age Range Justification			FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.			0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS10	Secondary	Full-time (1.0)	02/27/2023 03:23 PM

Building Name

Tamaqua Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS9	Secondary	Full-time (1.0)	02/27/2023 03:37 PM

Building Name		
Tamaqua Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.06

Building Name

Tamaqua Area SHS		
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 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS8	Secondary	Full-time (1.0)	02/27/2023 03:18 PM

Building Name		
Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.3

Building Name

Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.1

Building Name		
Tamaqua Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.25

Building Name		
Tamaqua Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS7	Secondary	Full-time (1.0)	02/27/2023 03:15 PM

Building Name		
Tamaqua Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.35

Building Name		
Tamaqua Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS6	Secondary	Full-time (1.0)	02/27/2023 03:12 PM

Building Name		
Tamaqua Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS5	Secondary	Full-time (1.0)	02/27/2023 03:09 PM

Building Name

Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.2

Building Name		
Tamaqua Area SHS		
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 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS4	Secondary	Full-time (1.0)	02/27/2023 03:08 PM

Building Name

Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.2

Building Name		
Tamaqua Area SHS		
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 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS3	Secondary	Full-time (1.0)	02/27/2023 03:06 PM

Building Name

Tamaqua Area SHS		
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 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.1

Building Name		
Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS2	Secondary	Full-time (1.0)	02/27/2023 03:04 PM

Building Name

Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.18

Building Name		
Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS1	Secondary	Full-time (1.0)	02/27/2023 03:37 PM

Building Name

Tamaqua Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS7	Multiple	Full-time (1.0)	03/09/2023 03:20 PM

Building Name		
Tamaqua Area 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.15

Building Name
Tamaqua Area MS

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	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Tamaqua Area 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	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS6	Secondary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name	
Tamaqua Area MS	
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.33

Building Name		
Tamaqua Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS5	Secondary	Full-time (1.0)	02/27/2023 02:54 PM

Building Name		
Tamaqua Area MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Tamaqua Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Tamaqua Area MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS4	Secondary	Full-time (1.0)	02/27/2023 02:51 PM

Building Name			
Tamaqua Area MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location		Age Range
School District	Secondary		11 to 14
Age Range Justification			FTE %
			0.08

Building Name			
Tamaqua Area MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			9
Identify Classroom	Classroom Location		Age Range
School District	Secondary		11 to 14
Age Range Justification			FTE %
			0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS3	Secondary	Full-time (1.0)	02/27/2023 02:52 PM

Building Name		
Tamaqua Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Tamaqua Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS2	Secondary	Full-time (1.0)	02/27/2023 03:36 PM

Building Name		
Tamaqua Area MS		
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	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Tamaqua Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS1	Secondary	Full-time (1.0)	02/27/2023 02:52 PM

Building Name		
Tamaqua Area 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	Secondary	11 to 14
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP6	Elementary	Full-time (1.0)	02/27/2023 03:36 PM

Building Name		
West Penn Twp El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP5	Elementary	Full-time (1.0)	02/27/2023 03:36 PM

Building Name		
West Penn Twp El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP4	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.5

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP3	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.5

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.25

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP2	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
West Penn Twp El Sch		
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 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.2

Building Name		
West Penn Twp El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.25

Building Name		
West Penn Twp El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP1	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
West Penn Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.18

Building Name	
West Penn Twp El Sch	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE7	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE6	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.08

Building Name		
Tamaqua El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE5	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
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	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE4	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.22

Building Name

Tamaqua El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE3	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.08

Building Name		
Tamaqua El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE2	Elementary	Full-time (1.0)	03/09/2023 03:24 PM

Building Name		
Tamaqua El Sch		
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 11
Age Range Justification		FTE %
Elementary program is K-5, so age ranges on roster may be 5-11.		0.1

Building Name		
Tamaqua El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Justification: Age waivers are provided to parents when students fall outside of the specified age range. The age range and waiver are also noted in the IEP.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE1	Elementary	Part-time (0.5)	02/24/2023 12:29 PM

Building Name		
Tamaqua El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.24

Special Education Facilities

Building Name		Room #
Tamaqua El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-28		

Uploaded Files

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		28
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		

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	
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Building Name		Room #
Tamaqua El Sch		38
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		34
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 31 feet, 0 inches	961sqft	34
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		37
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance 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	

Building Name		Room #
Tamaqua El Sch		AS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-07-01		
Uploaded Files		

Assurance Check

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

Building Name	Room #
West Penn Twp El Sch	12

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance 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	

Building Name		Room #
Tamaqua Area MS		344
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name	Room #
Tamaqua Area MS	363

School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area MS		338
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area MS		345
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area MS		366
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area MS		339
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area MS		350
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 28 feet, 0 inches	952sqft	34
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance 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	

Building Name		Room #
Tamaqua Area SHS		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
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name	Room #
Tamaqua Area SHS	204

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
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		205A
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
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		205
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
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		208
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
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		106
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

35 feet, 0 inches x 26 feet, 0 inches	910sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		224
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 26 feet, 0 inches	910sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance 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	

Building Name		Room #
Tamaqua Area SHS		103
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
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name	Room #
Tamaqua Area SHS	213

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
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		Studio
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
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		33
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua El Sch		33
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
West Penn Twp El Sch		20
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Tamaqua Area SHS		105
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 12 feet, 0 inches	312sqft	11
Implementation Date		
2023-02-28		
Uploaded Files		

Assurance 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	

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	31	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
School Psychologist	1	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	District
Social Worker	1	Elementary	District
Social Worker	2	Secondary	District
Other	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Understanding Autism and Strategies to Build Success for Students with Autism.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Interventions and Supports (PBIS): a multi-tiered approach to social, emotional and behavior support.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
The district will continue to provide a wide variety of professional development opportunities to the paraprofessional staff in order to meet the requirements of highly qualified paraeducators in accordance with mandates. 100% of Tamaqua Paraprofessional Staff members will complete a 20 Hours of Training Form annually that is signed off by the Special Education Director and Superintendent and filed at the district level.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition to Post-Secondary Education and/or Training			
Lead Person/Position		Year of Training	
Transition Coordinator		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN	Parents

Description of Training
Building Transition Assessments

Lead Person/Position		Year of Training	
Transition Coordinator		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit Other	Special Education Teachers

Description of Training			
Review of writing the transitions section of the IEP including goals and services (Indicator 13)			
Lead Person/Position		Year of Training	
Director of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training	
Reviewing our current curriculum, instructional practices, and assessments to make sure they are aligned with evidence based practices.	
Lead Person/Position	Year of Training
Curriculum Director	2024 2025 2026

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Home-School Partnerships: Strengthening Partnerships Through Two-Way Communication			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN	Parents Special Education Teachers

Description of Training			
Mental Health Awareness			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Parents

		PaTTAN	
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IEP Development

Description of Training			
Review of IEP compliance considerations including ESY and alternative pathways to graduations documentation, calculating LRE percentages, writing measurable goals, and appropriate SDIs.			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date
2023-04-18

Uploaded Files

SE Affirmation Statement 23-26_ae8ac55a.pdf

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

Superintendent/Chief Executive Officer

Raymond J. Kinder

Date

2023-05-08