

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 438  
School District Total Student Enrollment 1765  
Percent of Students Receiving Special Education 24.8

## Steering Committee

Name	Position/Role	Building	Email
Suzanne Rentschler	Director of Special Education	Palmerton Area SD	srentschler@palmerton.org
Richard Desocio	Building Principal	Palmerton Area JHS	rdesocio@palmerton.org
Kristina Manning	Other	S S Palmer El Sch	kmanning@palmerton.org
Jodi Frankelli	Superintendent	Palmerton Area SD	jfrankelli@palmerton.org
Lynn Sutton	Special Education Teacher	S S Palmer El Sch	lsutton@palmerton.org
Marsha Heinick	Other	Towamensing El Sch	mheinick@palmerton.org
Tammy Recker	Board Member	Palmerton Area SD	
Jacqueline Lang	Parent	S S Palmer El Sch	

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends</b>	<b>Improvement Planning and Activities</b>
Palmerton Area School District has no significant disproportionality in the area of placement.	



# Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Palmerton has no trends or patterns in the area of identification.	

## 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.)

Palmerton Area School District (PASD) does not currently have a 1306 facility within the school district borders. If there was a 1306 facility within the district boundaries, the district would oversee the process for ensuring that students with disabilities are educated in the least restrictive environment. The Special Education Department would collaborate with the facility, parent/ guardians/ surrogate and county agency personnel. Student's educational records would be requested from the sending district. The student's Individualized Education Plan services would be implemented within 5 business days. The Individualized Education Plan services offered would be comparable to the previously agreed upon Individualized Education Plan and Notice of Recommended Educational Placement. If the Notice of Recommended Educational Placement and Individualized Education Plan were unable to be implemented directly the Special Education Director will explore options within the local intermediate unit, neighboring school districts and private programming options.

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

The Palmerton Area School District and the 1306 facility would work very closely at providing successful transition back to school. The PASD would work to provide opportunities for students work with non-disabled peers. The Palmerton Area School District would act as the LEA of the 1306 facility and collaborate and communicate with the student's home district. When the student is making progress and is on track for a return to the home district transition opportunities would be provided. These opportunities would include increase time in the general education setting. thoughtful planning of inclusion activities and identification of transition goals. The timeline would be clearly defined and regular meeting will be help.

## 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).  
There are currently no facilities within the Palmerton Area School District catchment area.

## Least Restrictive Environment

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

Palmerton Area School District focuses on have our students participate in the general education setting to the maximum amount possible. The amount of support provided to students is based on individual needs for supports and services. The district's goal is to increase the Least Restrictive Environment to remain at or above the State Performance Plans indicators of education inside the regular education class 80% or more of the day. Upon review of the Special Education Data Report from the 2019-2020 school year, PASD is below the state average pf special education students. Palmerton Area School District is also just under the state average for students being educated in the general education setting less than 40% of the school day. The following information was collected from the Special Education Data Report from the past few years. This information reflects the continuous monitoring of the amount of time students spend in the Least Restrictive Environment.

	2017-2018	2018-2019	2019-2020	State
Inside the Regular Class	58.1%	59.4%	58.8%	61.5%
80% or more	8.6%	8.1%	7.4%	8.4%

Palmerton Area School District will continue to monitor our data of Least Restrictive Environment. At each student's IEP meeting the opportunity for involvement in the general education setting will be evaluated and adjusted based on individual need. The Palmerton Area School District will continue to take steps towards further our implementation of our co-teaching model, increasing our positive behavior support plans and improving our professional development, to ensure that we are educating our students in the least restrictive environment.

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

Palmerton Area School District provides a continuum of special education supports and services to students. PASD offers these supports and services within our neighborhood schools, within the Carbon Lehigh Intermediate Unit #21, within local neighboring districts and Private Programming. The continuum of supports ranges from Itinerant to Supplemental to Full Time Supports. Services offered with the Palmerton Area School District include Speech and Language, Learning Support and Life Skills. Services provided by CLIU #21 are Life Skills, Multiple Disabilities Support behavioral/ functional, school based Emotional Support, center based Emotional Support and Partial Hospitalization Program. Over past few years PASD has been providing our Speech and Language Support and now offers the full continuum of Life Skills from kindergarten through age 21.

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

Professional Development Opportunities are provided regularly to ensure that students with disabilities are participating the general education curriculum. These trainings are offered both during summer hours and during the school year. The professional development focuses on Confidentiality, Trauma Informed Care, Safety Care, Functional Behavior Assessment, Progress Monitoring, Individual Education Plans, Reading, Math and other topics that would best provide support to our staff in order to ensure meaningful participation in the general education curriculum for students with disabilities.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. All students are encouraged to participate in extracurricular activities. If a student with disabilities would want to participate in extracurricular activities supplementary aids and services would be offered. Some of the options for supports, to ensure meaningful participate in extracurricular activities could be assistive technology, adaptations for accessibility, behavior support planning, professional development for staff, just to name a few. We have students with disabilities that participate in track, cheer leading, football, basketball and wrestling.
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?

Palmerton Area School District LEA representatives are required to participate in the IEP for students that are placed in private programming. The IEP team determines the supports and services required by each individual student. At the IEP team annual meet the determination is made that the students are educated in the Least Restrictive Environment and receive instruction in the general education curriculum with their non-disabled peers. Student are provided that opportunity to participate in extracurricular activities. Students would be provided transportation if and when necessary. Palmerton does currently have students in private programming participating in extracurricular activities.

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

Palmerton Area School District annually reviews the needs of the district in an effort to provide a continuum of services. The LEA continues to expand the district-run supports when possible. The Director of Special Education reviews special education caseloads in the district, as well as outplaced students, and continues to evaluate the need for programs. The Director of Special Education also attends all IU facility meetings in order to have input into what programs need to be developed for the county while providing specific input from PASD. The District has developed a partnership with St. Luke's to provide on-site mental health in all of the district buildings. In the past few years PASD has been providing our Speech and Language Support and now offers the full continuum of Life Skills from kindergarten through age 21.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Nothern Lehigh Junior High	Other		Carbon Lehigh IU #21	Multiple Disabilities Support	2
Norther Lehigh High School	Other		Carbon Lehigh IU #21	Multiple Disabilities Support	2
Lehighton Middle School	Other		Lehighton Area School District	Emotional Support	1
Lehighton High School	Other		Lehighton Area School District	Life Skills Support	1
Willow Academy	Approved Private School (APS)		Behavior Health Associates	Learning Support	
Journey Program	Approved Private School (APS)		Behavior Health Associates	Emotional Support	1

Mahoning Valley Academy	Approved Private School (APS)		Behavior Health Associates	Autistic Support	2
BHA Intensive Social Skills Training	Approved Private School (APS)		Behavior Health Associate	Autistic Support	4
Pride	Approved Private School (APS)		Behavior Health Associate	Emotional Support	2
Panther Valley Emotional Support	Other	Neighboring School District	Panther Valley School District	Emotional Support	1
L.B. Morris	Other		Carbon Lehigh IU #21	Multiple Disabilities Support	2

## Positive Behavior Support

Date of Approval  
2021-07-20

Uploaded Files  
behavior support.pdf

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

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research- validated practices and the environments in which teaching and learning occur. District policy affirms its belief that students require a safe and supportive environment in order to achieve their potential. The Palmerton Area School District specifically addresses behavioral support services through its policies in the areas of: 113.2 Behavior Support, 218 Student Discipline, 113.1 Discipline of Students with Disabilities, and 233 Suspension and Expulsion. These policies apply to all students in the Palmerton Area School District unless otherwise indicated.

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.

Palmerton Area School District is committed to managing crisis behavior responsively and effectively. The district has three trainers currently certified to provide Safety care professional development to specified special and regular education teachers as deemed appropriate. This group of selected staff has Safety Care training so they are prepared to de- escalate students if/when needed. Teachers and staff have the opportunity to become Safety Care certificated each summer. Instructional assistants have the opportunity to access the Therapeutic Case Manager for individual consultation. Staff participates in general and building-specific training regarding the Positive Behavior Support programming. Training in Positive Behavior Support continues to emphasize school-wide systems of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments in areas including the classroom and other school settings. Supervision of professional and support staff that provide direct services to students includes evaluation of performance in student engagement and promoting and modeling positive behavior in the school setting. Paraprofessionals and teachers continue to review techniques for data collection, functional behavioral assessment, and analysis. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for . Staff meetings continue to review best practice techniques for classroom and school implementation. The District is committed to training staff in the use of proven de-escalation techniques for use in assisting students in managing their own behavior. Evidence of this commitment is the certification of three staff members as Safety Care Trainers. This training is mandated for identified paraprofessionals, special educators, and all building level "Crisis Team" members. The emphasis of the training is on the de-escalation of behavior. However, staff are also trained in the use of non-violent intervention techniques when physical intervention is needed to prevent injury to self or others when de-escalation techniques have not been successful or imminent harm is apparent. The initial training consists of twelve (12) hours of classroom and interactive instruction. A biennial recertification process consists of six (6) hours of review and training.



3. Describe the district positive school wide support programs.

The elementary buildings implement a School-wide Positive Behavior Support Program for all students in grades K - 8. This model promotes a positive school climate and culture while also making school and learning more enjoyable for all students and staff. Our school-wide program reinforces desirable, cooperative behavior through the use of SOAR tickets/ Bombers Bucks, nurtures the development of self-discipline by the teacher, encourages the student to accept his/her behavior, builds respect, and fosters cooperation by including the student in decision making. Programs and contingencies are outlined in building handbooks, on the schools' websites, and in parent/guardian information packets welcoming them to the new school year.

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

Students and families will have access to behavioral health supports including school counselors, school psychologists, and third-party providers to assist students. Additionally, students may access the Safe2Say reporting tool and Student Assistance Program when needed. Other mental health and behavioral health resources and supports for students are available on our website.

5. Describe the district restraint procedure.

Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. Palmerton Area SD's restraint procedure ensures positive behavior support programs are utilized, including the training of personnel for the use of specific procedures, methods and techniques, and for having written policies and procedures on the use of positive behavior management support techniques. This includes obtaining parental consent prior to the use of restraints or intrusive procedures that interfere with their own learning or that of others.

## 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.

Palmerton has zero students who were placed on Instruction Conducted in the Home. Palmerton has zero students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB	Multiple	Full-time (1.0)	05/17/2022 02:02 PM

<b>Building Name</b>		
S S Palmer El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Speech Services from 2-6th grade		0.43

<b>Building Name</b>		
Parkside Education Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH215	Multiple	Full-time (1.0)	05/16/2022 02:18 PM

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Palmerton Area JHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Towamensing El Sch		
<b>Support Type</b>		

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
This is itinerant speech services		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW203	Elementary	Full-time (1.0)	05/16/2022 01:41 PM

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

<b>Building Name</b>		
Towamensing El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM114	Elementary	Full-time (1.0)	05/16/2022 01:20 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AH213	Elementary	Full-time (1.0)	05/16/2022 01:44 PM

<b>Building Name</b>		
Towamensing El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM216	Elementary	Full-time (1.0)	05/16/2022 01:19 PM

<b>Building Name</b>		
Towamensing El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Towamensing El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MD106	Elementary	Full-time (1.0)	06/04/2022 09:09 PM

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<b>Building Name</b>		
Parkside Education Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW209	Elementary	Full-time (1.0)	05/16/2022 01:11 PM

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<b>Building Name</b>		
S S Palmer El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>



Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
This is a supplemental Learning support program caseload.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS308	Elementary	Full-time (1.0)	05/16/2022 01:12 PM

<b>Building Name</b>		
S S Palmer El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KA	Elementary	Part-time (0.5)	05/16/2022 01:06 PM

<b>Building Name</b>
S S Palmer El Sch

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MZ310	Elementary	Full-time (1.0)	05/16/2022 01:02 PM

<b>Building Name</b>		
S S Palmer El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM129	Secondary	Full-time (1.0)	05/16/2022 12:40 PM

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JT141	Secondary	Full-time (1.0)	05/16/2022 12:41 PM

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		27
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.54
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP222	Secondary	Full-time (1.0)	05/16/2022 12:39 PM

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		29
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CD110	Secondary	Full-time (1.0)	05/16/2022 12:39 PM

<b>Building Name</b>		
Palmerton Area JHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS110	Secondary	Full-time (1.0)	05/16/2022 12:26 PM

<b>Building Name</b>		
Palmerton Area JHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JH109	Secondary	Full-time (1.0)	05/16/2022 12:39 PM

<b>Building Name</b>
----------------------

Palmerton Area JHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ZT110	Secondary	Full-time (1.0)	05/16/2022 11:32 AM

<b>Building Name</b>		
Palmerton Area JHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ACB103	Secondary	Full-time (1.0)	06/04/2022 09:10 PM

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Palmerton Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2





## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		B141
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		129
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 17 feet, 0 inches	612sqft	21
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		222
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 13 feet, 0 inches	299sqft	10
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		103
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 8 inches x 23 feet, 4 inches	855sqft	30
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		101
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 8 inches x 23 feet, 4 inches	855sqft	30
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		110
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 6 inches	855sqft	30
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		109
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 24 feet, 0 inches	540sqft	19
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		208
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		213
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		216
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		203
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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11 Assurance Check

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

Building Name		Room #
Towamensing El Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 6 inches x 26 feet, 0 inches	871sqft	31
Implementation Date		
2022-06-04		
Uploaded Files		

12 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		203
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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14 Assurance Check

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

Building Name		Room #
S S Palmer El Sch		310
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2022-06-04		
Uploaded Files		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		209
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		209
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		308
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		Speech
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 14 feet, 0 inches	224sqft	8
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Parkside Education Center		106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 14 feet, 3 inches	313sqft	11
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

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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	

## Special Education Support Services

### 21Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	District Wide	District
Director of Special Education	1	District Wide	District
Guidance Counselor	5	District Wide	District
Paraprofessionals	36	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Enhancing Inclusionary Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU Tac		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-3	1	District Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Identify characteristics of Autism along with strategies and interventions to supports students with Autism			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Suzanne Rentschler/ Director of Special Education, IU TAC staff		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1		Building Administrators General Education Teachers Paraprofessionals

### Positive Behavior Support

<b>Description of Training</b>			
Verbal De-escalation and Behavior Managment			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Safety Care Trainers		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6-12	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals



			Special Education Teachers
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Description of Training			
Verbal De-escalation and Behavior Management Refresher			
Lead Person/Position		Year of Training	
Safety Care Trainers		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
School Wide Positive Behavior Support			
Lead Person/Position		Year of Training	
Principals, Suzanne Rentschler/ Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
To identify best practices and strategies to support students with disabilities in all learning environments			
Lead Person/Position		Year of Training	
Suzanne Rentschler/ Director of Special Education, IU TAC staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

2	5	District Intermediate Unit	Paraprofessionals
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### Transition

<b>Description of Training</b>			
Indicator 13 Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU TAC		2023-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Staff will gain an understanding of transition opportunities and activities across the Junior and High School. Various services high school in the areas of post secondary education, employment and independent living.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Suzanne Rentschler/ Director of Special Education, IU TAC staff		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

### Science of Literacy

<b>Description of Training</b>	
ELA Program Adoption	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Building Administration		2023-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
18	3-6	District Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
LETRS			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU TAC/ District Administration		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3		

### Parent Training

<b>Description of Training</b>			
Path to the Future (Transition)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	Intermediate Unit	General Education Teachers Parents Special Education Teachers

<b>Description of Training</b>			
Community Resources/ Family Agencies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Suzanne Rentschler/ Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	District	Paraprofessionals Special Education Teachers
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### IEP Development

<b>Description of Training</b>			
Functional Behavior Assessment/ Postive Behavior Support			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Suzanne Rentschler/ Director of Special Education, Mary Kay Writer/ School Psychologist			2022-2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
IEP Writing/ Compliance			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU TAC/ Suzanne Rentschler/ Director of Special Education			2022-2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District Intermediate Unit	Paraprofessionals 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

