

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Palmerton Area SD		121136503
<b>Address 1</b>		
680 Fourth Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Palmerton	PA	18071
<b>Director of Special Education Name</b>		
Demi Rohlfig		
<b>Director of Special Education Email</b>		
drohlfing@palmerton.org		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
(610)826-7101		5017
<b>Chief Administrator Name</b>		
Dr Jodi A Frankelli		
<b>Chief Administrator Email</b>		
jfrankelli@palmerton.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 427

**School District Total Student Enrollment** 1912

**Percent of Students Receiving Special Education** 22.3

## Steering Committee

Name	Position/Role	Building	Email
Demi Rohlfig	Director of Special Education	Palmerton Area SD	drohlfing@palmerton.org
Dr. Jodi Frankelli	Superintendent	Palmerton Area SD	jfrankelli@palmerton.org
Jamie Schuler	Director of Curriculum	Palmerton Area SD	jschuler@palmerton.org
Richard DeSocio	Building Principal	Palmerton Area JHS	rdesocio@palmerton.org
Mary Jo King	Board Member	Palmerton Area SD	mking@palmerton.org
████████	████████	████████████████	████████████████
Jill Ruff	Other	S S Palmer El Sch	jruff@palmerton.org
Kristen Perdew	Special Education Teacher	Palmerton Area HS	kperdew@palmerton.org
Lynn Sutton	Special Education Teacher	S S Palmer El Sch	lsutton@palmerton.org
Vicki McHugh	Other	Palmerton Area HS	vmchugh@palmerton.org
Jodi Kocher	Other	Towamensing El Sch	jkocher@palmerton.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)

<b>Improvement and Planning Activity</b>
Indicator 3A- For grade levels that did not meet the target for participation, the district will review survey information on the rate of participation of special education students participation in state assessments in grades 4-11.
Indicator 3D- For grade levels that did not meet the identified targeted proficiency, the district will review particular education interventions and, if needed, align them with grade-level curriculum standards.

## Education Environments (Indicator 5)

<b>Improvement and Planning Activity</b>
SE inside the regular class less than 40% the district is providing staff professional development on inclusionary practices, accommodations & modifications SE in other settings. The district will provide training in de-escalation and behavior management training to district staff.

Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

Mediation (Indicator 16)

**Indicator not flagged at this time.**



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

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

No

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

Palmerton Area School District (PASD) does not currently have a 1306 facility within the school district borders. If there were 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 Director would also ensure that the students are being provided educational services by certified Special Education teachers. The Special Education Department would collaborate with the facility, parent/ guardians/ surrogate, and county agency personnel. The student's educational records will be requested by 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. If/when we have students within a 1306 facility, as the LEA, we would be responsible for Child Find obligations. We would need to seek and evaluate those students to determine: 1. If the child has a disability, and 2. If the child needs specially designed instruction. If both of these answers are yes, we would be responsible for developing and implementing an IEP, identifying the educational placement in the least restrictive environment, and offering recommendations through a NOREP. FAPE would need to be provided with certified staff providing instruction. An administrator would then be involved in the student's programming by acting as the LEA at each annual IEP meeting and any meetings in between. The Director of Special Education would work collaboratively with the Licensed Social Worker and the staff at the child's school of residence to develop and implement a transition plan to ensure the student's successful transition back to the school of residence.

### 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 to 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 will be provided. These opportunities would include increased time in the general education setting, thoughtful planning of inclusion activities, and the identification of transition goals. The timeline would be clearly defined and regular meetings will be held.



## 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 most recent data for Least Restrictive Environment. Highlight areas of improvement.

Palmerton Area School District focuses on having 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 support 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 2021-2022 school year, PASD is below the state average of special education students who are educated inside the regular education class 80% or more of the day. 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.

2018-2019	2019-2020	2021-2022	State Inside the Regular Class	59.4%	58.8%	60.9%	61.8%	80% or more
Inside the Regular Class	8.4%	8.6%	7.6%	9.9%	Less than 40%	Palmerton Area School District will continue to monitor		

our data of the 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 needs. The Palmerton Area School District is currently implementing a district-wide Multi-Tiered System of Support within our comprehensive plan. In addition, the Palmerton Area School District will continue to take steps towards furthering 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 support ranges from Itinerant to Supplemental to Full Time. Services offered by 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 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. Palmerton Area School District utilizes various data sources to make instructional decisions based on the academic, social/emotional, and behavioral needs of students. This data includes formal assessment, classroom observations, parent input, intervention progress monitoring, attendance, and more. Child Study teams include teachers, support staff, school psychologist, counselors, and administrators who have structured data conversations on a consistent basis. There has been significant collaboration and communication in an effort to improve core instruction and student achievement. After seeing an increased need for targeted social/emotional instruction. Palmerton Area School District implements positive behavior supports and Student Assistant Programs in all of our school buildings as a universal practice to support the social and emotional needs of all our students. Our counselors also facilitate social skill groups. Counseling is provided by our school counselors. Within Palmerton Area Junior/Senior High School data sources tend to vary because of the course specific content. Various data collection tools are used for the Keystone related classes: Algebra, Literature, and Biology. Algebra teachers use IXL as a form of bench-marking from the math series, English classes use the IXL program, while Biology uses the USA TESTprep. Throughout the course of the day, there are various ways and times we can support our students. This can be done during a Enrichment, Keystone Remediation sessions, and peer tutoring. The Pennsylvania Youth Survey (PAYS) has been administered to learn about students behavior, attitudes, and knowledge concerning alcohol, tobacco, other drugs and violence. Also, a school climatic survey is provided to

access the students overall well being and attitude towards school and the school environment This information can then be utilized to provide various academic, social/emotional, and behavioral supports. The Student Assistance Program (SAP) could be initiated. PASD also partners with the Carbon Monroe Pike Drug and Alcohol program to provide groups and individuals mental health services to students in need.

**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 in the general education curriculum. These trainings are offered both during summer hours and during the school year. The professional development focuses on Autism, 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 wants to participate in extracurricular activities, supplementary aids and services would be offered. Some options for support that ensure meaningful participation in extracurricular activities could be assistive technology, adaptations for accessibility, behavior support planning, and professional development for staff. We have students with disabilities who participate in track, cheerleading, football, basketball, wrestling, chorus, band, environmental club, and Best Buddies club.

**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 who are placed in private programming. The IEP team determines the supports and services required by each individual student. At the IEP team annual meeting, 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. Students are provided the opportunity to participate in extracurricular activities. During IEP meetings, the IEP discusses how students with extracurricular activities, and the LEA provides information about specific extracurricular activities and identifies how they can be viewed. Extra curricular activities are listed on our district website. The LEA communicates to the outplacement programs supervisors events that PASD students can participate in. Students would be provided transportation if and when necessary. Palmerton currently has students in private programming who are 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. The district has identified an increased need for social emotional supports and a district school social worker has been hired to assist both families and students to access the resources within the school and community. 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
Peter's Elementary School	Other	Neighboring School District	Carbon Lehigh Intermediate Unit #21	Multiple Disabilities Support	█
Northern Lehigh Junior High School	Other	Northern Lehigh School District	Carbon Lehigh Intermediate Unit #21	Multiple Disabilities Support	█
Northern Lehigh High School	Other	Northern Lehigh School District	Carbon Lehigh Intermediate Unit #21	Multiple Disabilities Support	█
Lehighon Elementary Center	Other	Lehighon Area School District	Carbon Lehigh Intermediate Unit #21	Multiple Disabilities Support	█
Panther Valley Junior/Senior High School	Other	Panther Valley School District	Carbon Lehigh Intermediate Unit #21	Multiple Disabilities Support	█
Lawrence B Morris Elementary School	Other	Jim Thorpe Area School District	Carbon Lehigh Intermediate Unit #21	Life Skills Support	█
Carbon Learning Achievement School	Other	CLIU #21	Carbon Lehigh Intermediate Unit #21	Emotional Support	█
Towamensing Elementary School	Other	Palmerton Area School District	Carbon Lehigh Intermediate Unit #21	Emotional Support	█
Valley Ridge Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	█
Oakridge At Packer Ridge Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	█
Intensive Social Skills Training at Willow Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	█
Mahoning Valley Academy	Approved Private School (APS)		Behavioral Health Associates	Life Skills Support	█
PRIDE at Ashfield Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	█
Journey	Approved Private School (APS)		Behavioral Health Associates	Learning Support	█



## 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. Our staff has received training on trauma and Social Emotional Learning (SEL). SEL is addressed in several ways across the district. In our elementary school, staff and students practice the 7 habits as identified in the Leader In Me program. Teachers in our junior high and high school implement monthly Restorative Practice activities. In our junior high and high school, the Carbon Monroe Pike County Drug and Alcohol liaison regularly provides mental health services to our students. The Student Assistants Program (SAP) has been administered to our students to learn more about their behavior, attitudes, and knowledge concerning alcohol, tobacco, other drugs, and violence. PASD school social worker provides social emotional groups for students K-12 and assists student's families with accessing outside resources. There is also the Safe2Say reporting app., which is an anonymous reporting system. AEVIDUM is a mental health awareness organization that has been developed within our high school to support students in need. This is critical information to identify the changes and patterns to assist our students with interventions. The Palmerton Area School District is currently implementing a Multi-Tiered System of Support through our comprehensive plan which assists in district staff supporting the emotional and social needs for our students with disabilities.

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

Palmerton Area School District is committed to managing crisis behavior responsively and effectively. The district has two 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 certified 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 students. 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 two 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. An annual 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. At the elementary school, we use Leader In Me as a school-wide initiative to promote habits of highly effective students as adapted from the work of Stephen Covey. Elementary teachers, administrators, and instructional assistants have been trained and attend follow up support sessions to maintain a positive momentum. School team subcommittees work together to address weekly positive habits in all students. The elementary buildings K-6 implement a social learning curriculum called Second Step. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning (SEL). SEL curricula teach children techniques to gain confidence, set goals, make good decisions, collaborate with others at home and in school, and navigate the world more effectively. Our special education teachers also create and implement individual supports and support plans for students with behavioral needs. Students with IEPs and Positive Behavior Support Plan (PBSP) plans follow their individual plans. Our board-approved code of discipline is also followed. Our buildings provide positive character shaping programs to support social responsibility in school and online.

**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. In our junior high and high school, the Carbon Monroe Pike Drug and Alcohol liaison regularly provides mental health services to our students. The Student Assistants Program (SAP) has been explained to our students to learn more about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs, and violence. Our school social worker provides individual and group supports to students K-12 who are experiencing mental health concerns. AEVIDUM is a mental health awareness organization that has been developed within our high school to support students in need. This is critical information to identify the changes and patterns to assist our students with interventions. The district K-12 has partnered with St. Luke's University Health Network to offer a school based therapy program called; Your Emotional Strength Supported (YESS) Program. This program provided integrated mental health treatment year-round for children and adolescents in our schools. The goal is to help students overcome emotional, behavioral, or social problems that interfere with success at school and/or at home. At the elementary level, the Palmerton Area School District is utilizing the Leader in Me Program, a school-wide positive behavior support program. The elementary level and junior high schools are implementing The Zones of Regulation curriculum to support both general education and special education students' self-regulation and to promote positive behaviors within the school. At the high school, we are implementing Positive Action, a social-emotional curriculum to support student's social-emotional needs. Other mental health and behavioral health resources and support for students are available on our website.

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

Physical restraint procedures are utilized 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. PASD's physical 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. A physical restraint occurs only as a last resort when a child is a danger to himself/herself or others. The use of restraint is listed in the child's IEP, with parental agreement and is used in conjunction with a PBSP (based on the FBA), teaching socially appropriate behaviors to replace the negative behavior, staff are trained to use the physical intervention strategies, and there is a plan to eventually eliminate the use of restraint through the PBSP. When a restraint is used, the LEA must notify the parent/s immediately of the restraint and an IEP meeting needs to be scheduled within 10 school days of the restraint. The parent/s and LEA can agree to waive the restraint meeting. Typically, we will permit the parent/s to waive the first meeting; however, we encourage the meeting after subsequent restraints. During the meeting the student's behavior will be discussed, as well as any necessary revisions to the child's IEP, FBA, PBSP, or if a change of placement may be warranted. In addition to convening the IEP team to review the restraint, the staff conducting the restraint completes a report as all restraints must be reported to the state within 30 days of the restraint through the RISC website. The LEA reviews the RISC manual each school year. Each time a restraint occurs, the child must be seen by the nurse as a precautionary procedure. If an injury occurs to the child or a staff member, this injury is reported to the state within 24 hours of the LEA being notified.

## 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.**

After reviewing the Special Education Students Reporting System and there were no areas of concern. 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
KSPalmer	Elementary	Full-time (1.0)	05/24/2024 04:50 PM

<b>Building Name</b>		
S S Palmer 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
S S Palmer 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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TSNEW	Elementary	Full-time (1.0)	02/21/2024 07:28 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>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JR216	Elementary	Full-time (1.0)	02/21/2024 08:19 AM

<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)		6
<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>
		0.12

<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>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MD106	Elementary	Full-time (1.0)	02/13/2024 10:20 AM

<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)		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>
		0.16

<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>
Supplemental (Less Than 80% but More Than 20%)		1
<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>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AH213	Elementary	Full-time (1.0)	02/15/2024 03:45 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%)		13
<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>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS110	Secondary	Full-time (1.0)	02/15/2024 03:45 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)		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>
		0.2

<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>
Supplemental (Less Than 80% but More Than 20%)		4
<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>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS308	Elementary	Full-time (1.0)	02/21/2024 08:05 AM

<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)		12
<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>
		0.24

<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%)		2
<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>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MZ310	Elementary	Full-time (1.0)	02/21/2024 08:06 AM

<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	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<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%)		1
<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>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB	Multiple	Full-time (1.0)	02/21/2024 08:08 AM

<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)	33
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
Speech Services from K-3rd grade	0.51

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP222	Secondary	Full-time (1.0)	02/21/2024 08:09 AM

<b>Building Name</b>
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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)		23
<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>
		0.46

<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%)		1
<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>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AW203	Elementary	Full-time (1.0)	02/21/2024 08:10 AM

<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%)		5
<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>
		0.25

<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)		4
<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>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ACB103	Secondary	Full-time (1.0)	02/21/2024 07:22 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ZT110	Secondary	Full-time (1.0)	02/21/2024 08:33 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)		6
<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>
		0.12

<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>
Supplemental (Less Than 80% but More Than 20%)		6
<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>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CD110	Secondary	Full-time (1.0)	07/27/2023 02:17 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>
KM114	Elementary	Full-time (1.0)	02/21/2024 08:36 AM

<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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>



	0.55
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JT141	Secondary	Full-time (1.0)	02/21/2024 08:24 AM

<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)		24
<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>
		0.48

<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%)		1
<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>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH215	Multiple	Full-time (1.0)	02/21/2024 08:25 AM

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<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)		29
<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		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NEWJH	Secondary	Full-time (1.0)	05/24/2024 04:51 PM

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<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>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<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)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<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)	02/21/2024 08:35 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)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<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>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW209	Elementary	Full-time (1.0)	02/21/2024 08:35 AM

<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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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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>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM129	Secondary	Full-time (1.0)	02/21/2024 08:37 AM

<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%)		19
<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>
		0.95

<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)		2
<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>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KA	Elementary	Part-time (0.5)	02/21/2024 08:33 AM

<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)		9
<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>
		0.18

<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%)		3
<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>
		0.15

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		208
<b>School Building</b>		<b>Building Description</b>
		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>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		203
<b>School Building</b>		<b>Building Description</b>
		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>		



2Assurance Check

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

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

3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		203
<b>School Building</b>		<b>Building Description</b>
		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>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		B141
<b>School Building</b>		<b>Building Description</b>
		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>

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		209
<b>School Building</b>		<b>Building Description</b>
		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>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		110
<b>School Building</b>		<b>Building Description</b>
		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>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Parkside Education Center		106
<b>School Building</b>		<b>Building Description</b>
		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>

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		213
<b>School Building</b>		<b>Building Description</b>
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		222
<b>School Building</b>		<b>Building Description</b>
		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>		

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		310
<b>School Building</b>		<b>Building Description</b>
		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 25 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

11Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		213
<b>School Building</b>		<b>Building Description</b>
		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>
33 feet, 6 inches x 26 feet, 0 inches	871sqft	31
<b>Implementation Date</b>		
2022-06-04		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		103
<b>School Building</b>		<b>Building Description</b>
		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>		

### 13Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
S S Palmer El Sch	308



<b>School Building</b>		<b>Building Description</b>
		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>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Palmerton Area HS		129
<b>School Building</b>		<b>Building Description</b>
		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>		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		Speech
<b>School Building</b>		<b>Building Description</b>
		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>		

16Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
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Towamensing El Sch		114
<b>School Building</b>		<b>Building Description</b>
		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>		

17Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		216
<b>School Building</b>		<b>Building Description</b>
		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>		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
S S Palmer El Sch		209
<b>School Building</b>		<b>Building Description</b>
		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>		

19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		109
<b>School Building</b>		<b>Building Description</b>
		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>		

20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Towamensing El Sch		215
<b>School Building</b>		<b>Building Description</b>
		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>
14 feet, 11 inches x 9 feet, 3 inches	137sqft	4
<b>Implementation Date</b>		
2024-02-22		
<b>Uploaded Files</b>		

21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Parkside Education Center		114
<b>School Building</b>		<b>Building Description</b>
		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>
12 feet, 7 inches x 7 feet, 10 inches	98sqft	3
<b>Implementation Date</b>		
2024-02-22		
<b>Uploaded Files</b>		

22 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Palmerton Area JHS		209
<b>School Building</b>		<b>Building Description</b>
		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>
19 feet, 6 inches x 25 feet, 0 inches	487sqft	17
<b>Implementation Date</b>		
2024-02-22		
<b>Uploaded Files</b>		

[23Assurance Check](#)

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

## Special Education Support Services

### 24Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
School Psychologist	1	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
Other	2	District Wide	District
School Psychologist	1	District Wide	Contractor
Social Worker	1	District Wide	District



## Special Education Personnel Development

### Autism

Description of Training			
Enhancing Inclusionary Practices			
Lead Person/Position		Year of Training	
IU Tac		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Identify characteristics of Autism along with strategies and interventions to support students with Autism			
Lead Person/Position		Year of Training	
IU TAC staff		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators General Education Teachers Paraprofessionals

### Positive Behavior Support

Description of Training	
Verbal De-escalation and Behavior Management	
Lead Person/Position	Year of Training

Safety Care Trainers		2024 2025 2026 2027	
<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

<b>Description of Training</b>			
Verbal De-escalation and Behavior Management Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Safety Care Trainers		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>	
School Wide Positive Behavior Support	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Principals	2024

		2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
Indicator 13 Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU TAC		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>	
Demi Rohlfiing Director of Special Education, IU TAC staff		2026 2027	
<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

Description of Training			
ELA Program Adoption			
Lead Person/Position		Year of Training	
Building Administration, IU TAC staff		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
9	3	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
Path to the Future (Transition)			
Lead Person/Position		Year of Training	
IU		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	General Education Teachers Parents Special Education Teachers

Description of Training			
Community Resources/ Family Agencies			
Lead Person/Position		Year of Training	
Demi Rohlfig/ Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

### IEP Development

Description of Training			
Functional Behavior Assessment/ Positive Behavior Support			
Lead Person/Position		Year of Training	
Demi Rohlfig/ Director of Special Education, Mary Kay Writer/ School Psychologist		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
IEP Writing/ Compliance	
Lead Person/Position	Year of Training
IU TAC/Demi Rohlfig / Director of Special Education	2024 2027

Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
PowerSchool Student Services			
Lead Person/Position			Year of Training
PowerSchool/Demi Rohlfig-Director of Special Education/PASD Special Education Teachers			2024 2025
Hours Per Training	Number of Sessions	Provider	Audience
6	2-4	District Other	Building Administrators Special Education Teachers

### Inclusionary Practices

Description of Training			
Accommodations & Modifications			
Lead Person/Position		Year of Training	
IU TaC Staff/Demi Rohlfig-Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District Intermediate Unit	Building Administrators General Education Teachers

## Parent Training

Description of Training			
Supporting Children with Challenging Behavior, strategies are provided to family on how to follow through on rules and expectations.			
Lead Person/Position		Year of Training	
Demi Rohlfing/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	Intermediate Unit	Parents

Description of Training			
Path to the Future, Transition services sessions that are informational for parents			
Lead Person/Position		Year of Training	
Demi Rohlfing/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Parents

## Signatures & Affirmations

Approval Date

2024-04-29

### Uploaded Files

affirmation\_statement\_specialeducation (2).docxSpecial Educaton Plan 2024-2027 sign page.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

Jodi Frankelli

Date

2024-06-06



