

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 478

School District Total Student Enrollment 2071

Percent of Students Receiving Special Education 23.1

Steering Committee

Name	Position/Role	Building	Email
Charles Suppon	Director of Special Education	Tunkhannock Area SD	charles.suppon@tasd.net
Paul Dougherty	Superintendent	Tunkhannock Area SD	paul.dougherty@tasd.net
Sean Castellani	Building Principal	Tunkhannock Area Primary Cntr	sean.castellani@tasd.net
MaryGene Eagen	Director of Curriculum	Tunkhannock Area SD	marygene.eagen@tasd.net
Jill Oliver	Special Education Teacher	Tunkhannock HS	Jill.Oliver@tasd.net
Holly Arnold	Board Member	Tunkhannock Area SD	holly.arnold@tasd.net
Krista Dymond	General Education Teacher	Tunkhannock Area Primary Cntr	krista.dymond@tasd.net
Deb Sherman	Other	Tunkhannock Area SD	deb.sherman@tasd.net
Angel Hawley	Parent	Tunkhannock Area SD	teach3791@yahoo.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

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

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.)

Upon enrollment, a request for records would be sent to the student's previous school district. The Director of Special Education would contact the student's guardian, probation (if appropriate), previous school/placement and any other pertinent parties to ascertain information about the student and to discuss educational options. Upon receipt of the child's Individualized Education Program (IEP) from the former school district, a Notice of Recommended Educational Placement (NOREP) is issued and the IEP is implemented for the child to receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? A discharge plan should be written upon admission to ensure a smooth transition back to school. Minimally, the TASD would communicate monthly regarding the progress of students while in the 1306 facility.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Wyoming County Correctional Facility 10 Stark Street Tunkhannock, PA	Correctional Facility	District	0

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
Minimally, the T ASD maintains monthly contact with personnel from the Wyoming County Correctional Facility. The first of each month, Notice of Service brochures outlining the screening and evaluation process are sent to the correctional facility. To be certain that the T ASD is locating all incarcerated students who are eligible for specially designed instruction (SDI), a system has been implemented of notifying the Director of Special Education of incarcerated students who currently meet the requirements of services under the Individuals with Disabilities Education Act (IDEA). Each incarcerated student is given a form to state whether he/she has a disability and if he/she wants educational services (if over the age of 17), as well as the listing the last school of attendance. The T ASD requests records from the last known school of attendance and assigns a teacher. An IEP meeting is scheduled as soon as possible.

Least Restrictive Environment

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

The Tunkhannock Area School District significantly exceeds the state average for students in Least Restrictive Environment. We offer a full continuum of services for all areas of special education. The T ASD is committed to ensuring that all students are provided a free and appropriate public education in the least restrictive environment. Tunkhannock Area School District ensures to the maximum extent appropriate, that children with disabilities are educated with non-disabled children and that removal from the general education environment only occurs when education in that setting cannot be achieved satisfactorily with the use of supplementary aids and services. The district offers itinerant, supplemental, and full-time support services for all identified students. Services are determined by on an individual basis with the IEP team.

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

The T ASD utilizes child study and problem solving teams to identify students with academic and social/emotional needs. The process allows for interventions and data collection. If through intense 3 tiers interventions progress is not made, the district will begin the evaluation process for chapter 14 services. T ASD also provided in depth professional development to all staff to support dynamic educational delivery which differentiates instruction and support for all student to meet their needs. The T ASD has community school based behavioral health teams, social workers, music therapy, and out patient services available to the T ASD students.

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

T ASD is committed to ensure that students identified under chapter 14 are educated with non-disabled peers in the least restrictive environment with the use of SDIs and supplemental aids and services to maximize success in all classes. Students that qualify for chapter 14 services begin in the least restrictive environment with the utilization of appropriate SDIs and supplemental aids and services. Through a data driven decision the students IEP team may decide to move the student into a more restrictive environment if it is appropriate. The decision is made by analyzing data collected from progress monitoring, benchmarking, class, parents, teachers, and student performance. T ASD is significantly above the state average for students in LRE. Prior to any student being placed out of district, T ASD will review all the data as an IEP team to assure their needs can't be met in district and the out of district placement is what is need to meet their individualized needs. The data that is reviewed includes but is not limited to the following: progress monitoring, benchmarking, behavior/social/emotional/functional data, attendance, discipline, classroom data, parent input, teacher input, team input, and etc. The T ASD building administration, central office administration, related service providers, contracted employee team members (Social Worker, CSBBH, etc.), teachers, and etc. collaborate and maintain communication to assure that students are receiving proper supports in the least restrictive environment. When a student's needs can not be met the district utilizes out of district placements that are appropriate to meet the needs of the student and maximize the student's opportunity for growth and success. T ASD communicates with guardians and stakeholders of the student to assure they are supported and know that the student is a member of T ASD. The T ASD LEA attends and participates in all meetings that pertain to students. If a student wants to participate in extracurricular activities the LEA assures that they have every opportunity to do so (Athletics, robotics, music, etc.). The T ASD makes it know that out of district placements are not "forever placements" and initiates plans and procedures to bring the students back as soon as possible with the skill set to succeed. T ASD provides in-depth opportunities for professional development, webinars, seminars, onsite

training, offsite training, and etc. for the following but not limited to: AimsWeb Plus, Differentiation, IEPs, Acadience, Social emotional learning, trauma, school wide positive behavior, truancy elimination, co-teaching, Act 13, and etc.

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

The T ASD makes use of all supplementary aids and services possible to in order to ensure meaningful participation of students with disabilities in extracurricular activities. This list includes, but it not limited to, one on one support, transportation, or any other supports necessary for participation.

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

The Tunkhannock Area School District contracts with the Luzerne Intermediate Unit 18 and other private facilities when a student's needs cannot be met within the district. When this occurs, the T ASD works closely with the family to gain their input in the process. The district ensures the student, even though is being educated outside of the district, they are still a member of the school community, enabling them to participate in extracurricular activities.

- 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)

At this time, the Tunkhannock Area School District offers a comprehensive continuum of services. We offer itinerant, supplemental, and full time Learning Support, Emotional Support, Autistic Support, and Life Skills Support. These services are provided to students K-12. The T ASD also provides Speech/Language Services and Occupational Therapy Services. Through a contract with our Intermediate Unit, Physical Therapy, Hearing Therapy, Vision Therapy, and Vision & Mobility Services are provided to our students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lighthouse Academy	Approved Private School (APS)		LIU 18	Emotional Support	3
Electric City Academy	Other	Neighboring Public School	Scranton School District	Emotional Support	2
The Academy for Integrated Learning	Approved Private School (APS)		BLAST IU 17	Emotional Support	2

Graham Academy	Licensed Private Academic		Graham Academy	Autistic Support	2
Diversified Treatment	Licensed Private Academic		DTAC	Emotional Support	1
Personal Academy of Learning (PAL)	Other	ALC	LIU 18	Emotional Support	2
New Outlook Academy	Licensed Private Academic		The Academy Schools	Emotional Support	1
New Story - Wyoming	Licensed Private Academic		Salisbury Health	Autistic Support	1
Scranton School for Deaf & Hard of Hearing	Approved Private School (APS)		Scranton School for Deaf & Hard of Hearing	Deaf and Hard of Hearing Support	2
Children's Home of Reading	Approved Private School (APS)		Chester County IU	Emotional Support	1

Positive Behavior Support

Date of Approval
2013-11-21

Uploaded Files
PBS Policy.pdf

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

The District dedicates special education teachers and paraprofessionals in each of its buildings to emotional support programs. Three contracted social workers provide individual and group counseling for students in our emotional support programs as well as other students referred for this service. In addition, a contracted drug and alcohol counselor provides confidential counseling for those referred (with parent consent). District-wide, the T ASD works cooperatively with the LIU 18 to provide more intensive support through our Community-School-Based Behavior Health program (CSBBH). Services are provided within each building by a team of counselors / therapists and a psychiatrist employed through the LIU 18. The T ASD provides space for the CSBBH throughout the calendar year. The therapists make regular home visits and conduct family therapy in the home. The psychiatrist connected to the CSBBH program is on the T ASD campus monthly to evaluate students, check medication, and/or meet with students/parents. Lastly, The T ASD has recently worked with the LIU 18 to bring outpatient Counseling in to our schools as an additional support for our students with emotional and social needs,

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.

All Emotional Support teachers, at least one administrator in each building, and the majority of paraprofessionals are trained in non-violent crisis intervention. Staff trained in non-violent crisis intervention have the skills they need to confidently and safely de-escalate potentially dangerous situations as well as strengthen behaviors which are incompatible with crisis behaviors. Staff trained in non-violent crisis intervention intervene using an effective approach designed to prevent or reverse momentary escalation and avoid restraint. As a last resort, if a student is a danger to himself/herself or others, trained staff are able to manage these behaviors using physical procedures that are safe, effective, and brief. Hopefully, the future likelihood of behavioral crises is reduced. The initial training is 12-16 hours and the yearly refresher training 8-10 hours. The District has a trainer on site.

3. Describe the district positive school wide support programs.

The T ASD uses a Schoolwide Positive Behavior Support (SWPBS) approach to discipline. SWPBS is based on preventative practices that emphasize teaching and reinforcing expected student behaviors. All students, faculty, and staff receive ongoing training on appropriate behavior and expectations. Explicit instruction in the expected student behaviors occurs at the start of the school year and is reinforced throughout the year. Positive reinforcement for demonstrating expected behaviors is given at the individual, class, and building level. Faculty and staff recognize students for positive behavior throughout our District. Each individual building within T ASD has implemented a modified version of the school (district) wide program to meet the needs of the students in each building. The primary and intermediate schools participate in individual building-wide incentives for positive behavior. At the primary level, students earn rewards such as verbal praise, Tiger

Paws and other incentives when they follow the school's expectations (RESPECT, RESPONSIBILITY, CARING, TRUSTWORTHINESS, CITIZENSHIP). Building-wide assemblies occur quarterly to recognize student achievements. At the intermediate school level, a variety of incentives in the form of assemblies occur throughout the year.

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

District-wide, the TASD works cooperatively with the LIU 18 to provide more intensive support through our Community-School-Based Behavior Health program (CSBBH). Services are provided within each building by a team of counselors / therapists and a psychiatrist employed through the LIU 18. The TASD provides space for the CSBBH throughout the calendar year. The therapists make regular home visits and conduct family therapy in the home. The psychiatrist connected to the CSBBH program is on the TASD campus monthly to evaluate students, check medication, and/or meet with students/parents.

5. Describe the district restraint procedure.

As a last resort, if a student is a danger to himself/herself or others, trained staff are able to manage these behaviors using physical restraint that is safe, effective, and brief. Staff members involved in a restraint then debrief and fill out a restraint form. The parent is contacted by principal or dean of students. The restraint form is sent to the District's Special Education office. The student's casemanager contacts the parent to alert them of their right to have an IEP meeting following a restraint as well as their option to waive the IEP meeting. Information from the restraint form is entered into the RISC system quarterly.

Intensive Interagency

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

The the TASD is faced with difficulties of ensuring FAPE, for an individual student, the district and the IU 18 Interagency Coordinator work together to coordinate and Interagency meeting with the parents and all local agencies involved with the student. The district also requests the assistance of the County Child and Adolescent Service System Program Coordinator when there is increased difficulty in locating an appropriate program meeting the needs of the student. The team meeting will also be attended by the LEA from the district, and any other personnel with pertinent information regarding the needs of the student.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS3-7	Elementary	Full-time (1.0)	06/15/2022 04:01 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 14
Age Range Justification		FTE %
TAIC houses grades 3-7. Due to scheduling, students are only in class with similar aged students.		0.33

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 14
Age Range Justification		FTE %
TAPC houses grades K-2. Due to scheduling, students are only in class with similar aged students.		0.5

Building Name		
Tunkhannock Area Intermediate Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 14
Age Range Justification		FTE %
TAPC houses grades K-2. Due to scheduling, students are only in class with similar aged students.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3-7	Elementary	Full-time (1.0)	06/15/2022 03:58 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.42

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS6-2	Elementary	Full-time (1.0)	06/15/2022 03:29 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP3	Multiple	Full-time (1.0)	06/15/2022 04:30 PM

Building Name		
Tunkhannock Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
The speech therapist works districtwide but sees no groups outside of the legal age range		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP2	Multiple	Full-time (1.0)	06/16/2022 08:46 AM

Building Name		
Tunkhannock Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		62
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
The speech therapist works districtwide but sees no groups outside of the legal age range		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP1	Multiple	Full-time (1.0)	06/16/2022 08:53 AM

Building Name		
Tunkhannock Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
The speech therapist works districtwide but sees no groups outside of the legal age range		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASHS	Secondary	Full-time (1.0)	06/15/2022 02:52 PM

Building Name	
Tunkhannock HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
TAHS is grades 8 through 12. Autism is a low incidence disability		0.25

Building Name		
Tunkhannock HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS-2	Secondary	Full-time (1.0)	06/15/2022 04:06 PM

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 19
Age Range Justification		FTE %
TAHS houses grades 8-12. Due to scheduling, students are only in class with similar aged students.		0.3

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.2

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS-1	Secondary	Full-time (1.0)	03/18/2022 10:32 AM

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.24

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSHS-2	Secondary	Full-time (1.0)	06/15/2022 04:06 PM

Building Name		
Tunkhannock HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
Low incidence		0.8

Building Name		
Tunkhannock HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)	4	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
low incidence disability		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSHS-1	Secondary	Full-time (1.0)	03/22/2022 04:19 PM

Building Name		
Tunkhannock HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.8

Building Name		
Tunkhannock HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS12	Secondary	Full-time (1.0)	03/18/2022 10:18 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.8

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS11	Secondary	Full-time (1.0)	03/22/2022 04:20 PM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.8

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS10	Secondary	Full-time (1.0)	03/18/2022 10:14 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.8

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS9	Secondary	Full-time (1.0)	03/18/2022 10:12 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS8	Secondary	Full-time (1.0)	03/18/2022 10:10 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-2	Secondary	Full-time (1.0)	03/18/2022 10:07 AM

Building Name		
Tunkhannock STEM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.6

Building Name		
Tunkhannock STEM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-1	Secondary	Full-time (1.0)	03/18/2022 11:12 AM

Building Name		
Tunkhannock STEM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.6

Building Name		
Tunkhannock STEM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES5-7	Multiple	Full-time (1.0)	03/31/2022 12:30 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Tunkhannock STEM Academy		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name

Tunkhannock STEM Academy		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES3-4-6	Elementary	Full-time (1.0)	06/15/2022 04:06 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS6-1	Elementary	Full-time (1.0)	03/18/2022 09:24 AM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-2	Elementary	Full-time (1.0)	03/18/2022 09:20 AM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-1	Elementary	Full-time (1.0)	06/15/2022 04:06 PM

Building Name

Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS4-2	Elementary	Full-time (1.0)	06/15/2022 04:06 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS4-1	Elementary	Full-time (1.0)	03/17/2022 04:01 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-2	Elementary	Full-time (1.0)	03/17/2022 03:59 PM

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASPrimary	Elementary	Full-time (1.0)	03/18/2022 08:28 AM

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSPrimary	Elementary	Full-time (1.0)	03/18/2022 08:28 AM

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LSPrimary	Elementary	Full-time (1.0)	03/17/2022 03:28 PM
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Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ESPrimary	Elementary	Full-time (1.0)	06/15/2022 03:56 PM
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Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Special Education Facilities

Building Name		Room #
Tunkhannock Area Primary Cntr		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Tunkhannock Area Primary Cntr		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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	

Building Name		Room #
Tunkhannock Area Primary Cntr		16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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	

Building Name		Room #
Tunkhannock HS		111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2022-03-18		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		227
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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	

Building Name		Room #
Tunkhannock Area Intermediate Sch		124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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	

Building Name	Room #
Tunkhannock Area Intermediate Sch	201

School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-03-18		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		213
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		228
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

10 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 #
Tunkhannock Area Intermediate Sch		212
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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 #
Tunkhannock Area Intermediate Sch		229
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		200
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21

Implementation Date
2022-03-18
Uploaded Files

13 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 #
Tunkhannock Area Intermediate Sch		208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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	
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Building Name		Room #
Tunkhannock Area Intermediate Sch		115
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		116
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2022-03-18		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		133
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 26 feet, 0 inches	364sqft	13
Implementation Date		
2022-03-18		
Uploaded Files		

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	

Building Name		Room #
Tunkhannock Area Intermediate Sch		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 35 feet, 0 inches	1050sqft	37
Implementation Date		
2022-03-18		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		225
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 30 feet, 0 inches	540sqft	19
Implementation Date		
2022-03-18		
Uploaded Files		

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19 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 #
Tunkhannock HS		110B
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2022-03-18		
Uploaded Files		

20 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 #
Tunkhannock HS		112B
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
Implementation Date		
2022-03-18		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Tunkhannock HS		124
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-03-18		
Uploaded Files		

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22Assurance Check

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

Special Education Support Services

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Social Worker	3.0	District Wide	Contractor
Transition Coordinator	1.0	Secondary	District
School Psychologist	2.0	District Wide	District
Occupational Therapist	2.0	District Wide	District
Guidance Counselor	7	District Wide	District
Other	1	District Wide	Contractor
Paraprofessionals	37	District Wide	District
Other	.5	District Wide	Contractor
Other	.2	District Wide	Contractor
Physical Therapist	.4	District Wide	Contractor
Other	1.0	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Applying for PA Autism Initiative ABA Supports- For Students with Autism Spectrum Disorders, learning may be a challenge at times, due to differences in social-communicative functioning and the presence of repetitive or stereotypical behaviors. With effective instruction, schools can assist students with autism in achieving significant benefits. Some characteristics of effective instruction for students with autism include: Instruction focused on teaching the right skills in an effective sequence and with systematic methods. Children with autism spectrum disorders should make progress that is efficient and with results consistent with established standards. Instruction that includes high rates of active student responding. Instruction in critical social communicative skills across levels of functioning and grade levels Instruction with delivery methods that can be monitored, adjusted, and verified through reliable student-level data. Instruction that focuses on practical skill outcomes that increase inde			
Lead Person/Position		Year of Training	
Deb Sherman/Assistant Director of Special Ed		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	14	Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Tier 2 Review- Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Aligned with school-wide expectations. Implemented by all staff/faculty in a school. Flexible and based on assessment.			
Lead Person/Position		Year of Training	
Charles Suppon/Direcctor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Medical Access Billing			
Lead Person/Position		Year of Training	
Charles Suppon/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13 reminders			
Lead Person/Position		Year of Training	
Charles Suppon/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
ELA Curriculum Writing - Work to update ELA curriculum K-12 to align with most current state standards			
Lead Person/Position		Year of Training	
MaryGene Eagen		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

2	2	District	General Education Teachers Special Education Teachers
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Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	

Parent Training

Description of Training			
Parents are invited to all district trainings			
Lead Person/Position		Year of Training	
Charles Suppon/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
OVR - Inform parents of the purpose and supports provided through OVR	
Lead Person/Position	Year of Training

Charles Suppon/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents Special Education Teachers

IEP Development

Description of Training			
AIMSWEB+ - teachers will be given the tools needed to use the progress monitoring program			
Lead Person/Position		Year of Training	
Charles Suppon/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

