

Profile and Plan Essentials

LEA Name		AUN
Tunkhannock Area SD		118667503
Address 1		
41 Philadelphia Ave		
Address 2		
City	State	Zip
Tunkhannock	PA	18657
Director of Special Education Name		
Dr. Jeffrey Craig		
Director of Special Education Email		
jeffrey.craig@tasd.net		
Director of Special Education Phone Number		Director of Special Education Ext
(570) 836-8266		N/A
Chief Administrator Name		
Mr Paul Dougherty		
Chief Administrator Email		
paul.dougherty@tasd.net		

Special Education Students

Total Number of Students Receiving Special Education 493

School District Total Student Enrollment 1995

Percent of Students Receiving Special Education 24.7

Steering Committee

Name	Position/Role	Building	Email
Jeffrey Craig	Director of Special Education	Tunkhannock Area SD	jeffrey.craig@tasd.net
Paul Dougherty	Superintendent	Tunkhannock Area SD	paul.dougherty@tasd.net
Sean Castellani	Building Principal	Tunkhannock Area Primary Center	sean.castellani@tasd.net
MaryGene Eagen	Director of Curriculum	Tunkhannock Area SD	marygene.eagen@tasd.net
Madison Klopp	Special Education Teacher	Tunkhannock Area Intermediate Sch	madison.klopp@tasd.net
Holly Arnold	Board Member	Tunkhannock Area SD	holly.arnold@tasd.net
Krista Dymond	General Education Teacher	Tunkhannock Area Primary Center	krista.dymond@tasd.net
Deb Sherman	Other	Tunkhannock Area SD	deb.sherman@tasd.net
Kathlyn Fisher	Parent	Tunkhannock Area SD	kathlyn.fisher1@gmail.com
Matthew Wincek	Building Principal	Tunkhannock HS	matthew.wincek@tasd.net
Chelsey Puza	Other	Tunkhannock Area SD	chelsey.puza@tasd.net

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.

DRAFT

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.)

The Tunkhannock Area School District does not currently accommodate any 1306 facilities. However, if the district were to become a host to such a facility, we would promptly establish communication and cooperation with the facility's educational liaisons. Our objective would be to ensure the provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE) to any residents requiring special education services. Additionally, the district would extend an invitation to a representative from the resident district to participate in all MDT/IEP meetings. In the event that a 1306 facility is established within the physical boundaries of the Tunkhannock Area School District, the following steps would be undertaken: Tunkhannock would assume responsibility for the students in the facility and establish communication with the student's home school district. The students would receive free and appropriate public education and have access to all educational services provided in the Tunkhannock Area School District by a certified special education teacher. The district would also be accountable for Child Find, progress reporting, and specially designed instruction. If a student has an IEP from a previous school district, the TASD would convene an IEP meeting to determine necessary revisions. These revisions would encompass, but not be limited to, educating the student in the host school or a different placement option. In cases where the student's parents are unable to attend the meeting in person, measures would be taken to ensure their participation, such as offering the meeting through teleconference, phone call, or other appropriate means, similar to how the TASD conducts meetings for its resident children. During the development of a new IEP, the student will receive services comparable to those in the existing IEP. The TASD will be responsible for monitoring and reviewing the student's educational progress and services on an ongoing basis, with reports being sent home when report cards are issued. The TASD is also responsible for continuous communication with the student's resident school, including educational and behavioral progress and educational placement. Efforts will be made by the parent and the TASD to determine the appropriate educational placement for the child before their arrival at the facility. If a decision cannot be reached before the child's arrival, the student will attend a school program within five business days of their admission to the institution, in accordance with 22 PA Code 11.11 (b). Should the team be unable to decide on the appropriate educational placement within the 5 days, and if the parent agrees, the TASD can authorize an educational placement at a school located in the TASD until a formal decision regarding the student's educational placement can be made.

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

After receiving notification from the Tunkhannock Area School District regarding a student placed in a 1306 facility, the LEA representative and host district will communicate regularly to monitor the student's progress toward their treatment and educational objectives. In the event of the student's impending discharge from the facility, TASD collaborates with the resident school district to facilitate preparations for the discharge at least two weeks before the planned discharge date. If the student moves to another district facility instead of returning home, similar communication will be established with the new host school.

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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).

The Tunkhannock Area School District (TASD) maintains regular monthly communication with the Wyoming County Correctional Facility staff. At the beginning of each month, the correctional facility receives Notice of Service brochures that detail the screening and evaluation process. To ensure comprehensive identification of incarcerated students eligible for specially designed instruction (SDI) under the Individuals with Disabilities Education Act (IDEA), a notification system has been established to inform the Director of Special Education about incarcerated students meeting the criteria for IDEA services. Each incarcerated student receives a form to disclose any disabilities, express their interest in educational services (if over the age of 17), and provide the name of their last attended school. The TASD requests records from the student's last known school and assigns a teacher. An Individualized Education Program (IEP) meeting is arranged promptly.

Least Restrictive Environment

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

The Tunkhannock Area School District slightly exceeds the state average for students in Least Restrictive Environment. The state currently has 19.3% of students and TASD is at 21.1%. We offer a full continuum of services for all areas of special education. The TASD 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. Autism: State Rate 13.2%, TASD Rate 11.9% Other Health Impairment: State Rate 18.2%, TASD Rate 15.7% Graduation Rate: State Rate 87.5%, TASD Rate 95% * Noted that the LEA has met SPP/APR Target Special Education Inside Regular Class 80% or More: State Rate 61.6% TASD Rate 74.5% * TASD met target in this domain.

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 TASD utilizes child study and problem-solving teams to identify students with academic and social/emotional needs. This process allows for interventions and data collection. If, through intense three-tier interventions, progress is not made, the district will begin the evaluation process for chapter 14 services. TASD also provides in-depth professional development to all staff to support dynamic educational delivery, which differentiates instruction and support for all students to meet their needs. The TASD has community school-based behavioral health teams, social workers, and outpatient services available to TASD 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.

TASD is dedicated to ensuring that students identified under Chapter 14 receive education alongside non-disabled peers in the least restrictive environment. This is achieved through the implementation of Specifically Designed Instruction (SDIs) and supplementary aids and services to optimize success across all classes. Students eligible for Chapter 14 services initially begin in the least restrictive environment with the appropriate use of SDIs and supplementary aids and services. If deemed suitable through data-driven decision-making, the student's Individualized Education Plans (IEP) team may decide to transition them to a more restrictive environment. This decision is based on an analysis of data collected from progress monitoring, benchmarking, class performance, parental and teacher input, and student performance. TASD consistently exceeds the state average for students in the Least Restrictive Environment (LRE). Before placing any student outside of the district, TASD conducts a comprehensive review of all relevant data as an IEP team to ensure that their needs cannot be met within the district and that an out-of-district placement is necessary to meet their individualized needs. The reviewed data encompasses progress monitoring, benchmarking, behavioral, social, emotional, and functional data, attendance, discipline, classroom performance, parental and teacher input, and team feedback. Collaboration and communication among TASD building administration, central office administration, related service providers, contracted employees, teachers, and other team members ensure that students receive appropriate support in the least restrictive environment. In cases where a student's needs cannot be met within the district, TASD utilizes out-of-district placements that are suitable to address the student's requirements and maximize their potential for growth and success. TASD maintains open communication with guardians and stakeholders to provide support and ensure that they recognize the student's affiliation with TASD. The TASD Local Education Agency (LEA) attends and

actively participates in all meetings relevant to students. For students wishing to engage in extracurricular activities, the LEA ensures that they have every opportunity to do so, whether in athletics, robotics, music, or other areas. T ASD emphasizes that out-of-district placements are not permanent and establishes plans and procedures to facilitate the return of students at the earliest opportunity with the necessary skill set to thrive. T ASD offers comprehensive professional development opportunities, including webinars, seminars, onsite and offsite training, to cover areas such as AimsWeb Plus, Differentiation, IEPs, Acadience, social-emotional learning, trauma, school-wide positive behavior, truancy elimination, co-teaching, Act 13, and more.

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

The T ASD utilizes all available supplementary aids and services to guarantee the meaningful involvement of students with disabilities in extracurricular activities. This includes but is not limited to, one-on-one support, transportation, or any other necessary support for participation.

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

The Tunkhannock Area School District collaborates with the Luzerne Intermediate Unit 18 and other private facilities to accommodate students whose needs cannot be met within the district. In such cases, the T ASD actively solicits input from the family. Even when students are receiving education outside the district, the district ensures their continued integration into the school community, allowing them to participate 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)**

The Tunkhannock Area School District currently provides a comprehensive range of services for students. These services encompass itinerant, supplemental, and full-time support in areas such as Learning Support, Emotional Support, Autistic Support, and Life Skills Support for students from kindergarten through 12th grade. Additionally, the district offers Speech/Language Services and Occupational Therapy Services. Through a partnership with our Intermediate Unit, students also have access to Physical Therapy, Hearing Therapy, Vision Therapy, and Vision and mobility Services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story - Throop	Licensed Private Academic		Salisbury Health	Autistic Support	1
Electric City Academy	Other	Neighboring Public School	Scranton School District	Emotional Support	1
Lighthouse Academy	Other		LIU 18	Emotional Support	8
Graham Academy	Licensed Private Academic		Graham Academy	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
Heights Elementary Multiple Disability	Other		LIU 18	Emotional Support	1
Lighthouse Academy	Other		LIU 18	Autistic Support	3
Keystone Behavioral Services	Licensed Private Academic		Keystone Behavioral Services	Autistic Support	2
Abraxas South Mountain	Other		Abraxas South Mountain	Emotional Support	1
Children's Service Center	Other		Children's Service Center	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 Tunkhannock Area School District allocates special education teachers and paraprofessionals to support emotional well-being programs in each school. This includes the provision of individual and group counseling by three contracted social workers for students enrolled in emotional support programs or those referred for such services. Furthermore, a contracted drug and alcohol counselor offers confidential counseling for referred students with parental consent. On a district-wide level, the Tunkhannock Area School District collaborates with Luzerne Intermediate Unit 18 to deliver more comprehensive support through the Community-School-Based Behavioral Health program (CSBBH). This program involves a team of counselors/therapists and a psychiatrist employed by Luzerne Intermediate Unit 18, who provide services within each school building. The CSBBH team conducts regular home visits and offers family therapy in the home environment. Additionally, the psychiatrist associated with the CSBBH program visits the Tunkhannock Area School District campus every month to assess students, review medication, and meet with students and parents. Lastly, the Tunkhannock Area School District has recently partnered with Luzerne Intermediate Unit 18 to introduce outpatient counseling to the schools, further enhancing the support available to 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 within each building, and the majority of paraprofessionals have received training in non-violent crisis intervention. Our district employs Crisis Prevention Institute (CPI) training to equip staff with the necessary skills to confidently and safely de-escalate potentially hazardous situations and reinforce behaviors that are incompatible with crisis behavior. Trained staff utilize a practical approach to intervene and prevent momentary escalation, aiming to avoid restraint. As a last resort, in cases where a student poses a danger to themselves or others, trained staff can manage these behaviors using safe, effective, and brief physical procedures. It is hoped that this training will reduce the likelihood of behavioral crises. The initial training comprises 12-16 hours, and the annual refresher training spans 8-10 hours. The District also has an on-site trainer.

3. **Describe the district positive school wide support programs.**

The Tunkhannock Area School District employs a Schoolwide Positive Behavior Support (SWPBS) approach to discipline. SWPBS is centered on proactive strategies that teach and reinforce desired student behaviors. All students, faculty, and staff receive continuous training on appropriate behavior and expectations. Clear guidance on expected student behaviors is given at the beginning of the school year and is consistently reinforced. Positive reinforcement for displaying desired behaviors is offered at the individual, class, and building levels. Faculty and staff regularly acknowledge students for their positive behavior throughout the District. Each building within TASD has adapted the school (district) wide program to address the specific needs of its students. The primary and intermediate schools have introduced building-wide incentives tailored to promote positive behavior. At the primary level, students receive rewards such as verbal praise, Tiger Paws, and other incentives when they adhere to the school's expectations (RESPECT, RESPONSIBILITY,

CARING, TRUSTWORTHINESS, CITIZENSHIP). Quarterly building-wide assemblies are held to celebrate student accomplishments. At the intermediate school level, various incentives in the form of assemblies are held throughout the year.

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

Throughout the district, the Tunkhannock Area School District collaborates with the Luzerne County Intermediate Unit 18 to offer enhanced support through the Community-School-Based Behavior Health program (CSBBH). This program entails on-site services provided by a dedicated team of counselors/therapists and a psychiatrist employed by LIU 18. The TASD generously provides year-round space for the CSBBH program. The therapists conduct regular home visits and provide family therapy in the home, while the psychiatrist associated with the CSBBH program visits the TASD campus monthly to assess students, review medication, and/or meet with students and parents. The district has also employed a crisis counselor. This individual is crucial in supporting students, staff, and families during emotional or psychological distress. Their primary duty is to offer immediate intervention in a crisis, be it stemming from a traumatic event like the unexpected passing of a student or staff member, a natural disaster, or a violent incident on or off campus.

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

In rare cases where a student poses a risk to themselves or others, trained staff can use safe, effective, and brief physical restraint to manage the situation. Following a restraint, staff members involved debriefed and completed a restraint form. The principal or dean of students contacts the parent, and the restraint form is forwarded to the District's Special Education office. The student's case manager then notifies the parent of their right to request an IEP meeting after a restraint, as well as the option to waive the meeting. Information from the restraint form is regularly entered into the RISC system.

Intensive Interagency

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

In the event that the Tunkhannock Area School District encounters challenges in providing a Free Appropriate Public Education (FAPE) for an individual student, the district collaborates with the IU 18 Interagency Coordinator to organize an interagency meeting involving the parents and all local agencies involved with the student. Additionally, the district seeks the support of the County Child and Adolescent Service System Program Coordinator when faced with difficulties in finding a suitable program to meet the student's needs. The team involved in these meetings includes, but is not limited to, the Director of Special Education, school psychologist, case manager, general education teacher, related service providers, parents/guardians, the student (if appropriate), building administrator, and representatives from external agencies. This collaborative approach allows the district to access a range of services and remove any barriers to the educational process, ensuring an appropriate program for the student. These interagency meetings have proven to be highly effective and efficient in ensuring FAPE while considering the student's appropriate Least Restrictive Environment (LRE). The TASD remains committed to collaborating with the Luzerne Intermediate Unit and neighboring districts to develop and deliver a comprehensive range of services for all students. Following a review of the Special Education Services (SES) report, it is confirmed that the TASD does not have any students receiving Instruction in the Home or receiving Homebound Instruction.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3-7	Elementary	Full-time (1.0)	10/22/2024 09:27 AM

Building Name		
Tunkhannock Area Intermediate School		
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	8 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%)		4
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
LS5-2	Elementary	Full-time (1.0)	10/22/2024 09:39 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)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.34

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS-1	Secondary	Full-time (1.0)	10/23/2024 03:11 PM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	21	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.42	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSIC-2	Elementary	Full-time (1.0)	10/23/2024 03:43 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)	10	

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

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	7 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-1	Multiple	Full-time (1.0)	10/24/2024 01:28 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)		59
Identify Classroom	Classroom Location	Age Range

School District	Multiple	10 to 13
Age Range Justification		FTE %
The speech therapist works districtwide but sees no groups outside of the legal age range		0.91

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASPrimary	Elementary	Full-time (1.0)	10/24/2024 01:34 PM

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASHS	Secondary	Full-time (1.0)	10/29/2024 09:12 AM

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
NA		0.25

Building Name		
Tunkhannock HS		
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	Secondary	16 to 21
Age Range Justification		FTE %
TAHS is grades 8 through 12. Autism is a low incidence disability		0.38

Building Name		
Tunkhannock HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESPrimary	Elementary	Full-time (1.0)	10/25/2024 09:19 AM

Building Name		
Tunkhannock Area Primary Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Tunkhannock Area Primary Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 %
		0.15

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESIC-1	Multiple	Full-time (1.0)	11/12/2024 12:29 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	11 to 12
Age Range Justification		FTE %
		0.1

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSIC-3	Elementary	Full-time (1.0)	10/28/2024 09:29 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)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.32

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSHS-1	Secondary	Full-time (1.0)	10/29/2024 09:20 AM

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.35

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSIC-4	Elementary	Full-time (1.0)	10/30/2024 02:42 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)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.38

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP1	Multiple	Full-time (1.0)	10/30/2024 02:43 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
LSHS-2	Secondary	Full-time (1.0)	11/01/2024 12:17 PM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	5	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification	FTE %	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSPrimary	Elementary	Full-time (1.0)	11/01/2024 12:23 PM

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
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
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.02

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
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
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS-3	Secondary	Full-time (1.0)	11/04/2024 09:37 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.32

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSIC-5	Secondary	Full-time (1.0)	11/04/2024 09:48 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)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.4

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS-1	Secondary	Full-time (1.0)	11/05/2024 09:05 AM

Building Name		
Tunkhannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.14

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

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	16 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSIC-6	Elementary	Full-time (1.0)	11/05/2024 09:22 AM

Building Name		
Tunkhannock STEM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.34

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Tunkhannock STEM Academy		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS-5	Elementary	Full-time (1.0)	11/13/2024 11:07 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.42

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS-4	Secondary	Full-time (1.0)	11/06/2024 10:26 AM

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.42

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS-IC	Elementary	Full-time (1.0)	11/06/2024 10:36 AM

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
TAPC houses grades K-2. Due to scheduling, students are only in class with similar aged students.		0.65

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
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
LSSHS-2	Secondary	Full-time (1.0)	11/11/2024 08:34 AM

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
low incidence disability		0.35

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP3	Multiple	Full-time (1.0)	11/13/2024 10:49 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)		54
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		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS-6	Secondary	Full-time (1.0)	11/14/2024 11:06 AM

Building Name		
Tunkhannock STEM Academy		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Tunkhannock STEM Academy		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSPrimary	Elementary	Full-time (1.0)	11/12/2024 12:45 PM

Building Name		
Tunkhannock Area Primary Cntr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

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%)		2
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		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS-2	Secondary	Full-time (1.0)	11/11/2024 10:55 AM

Building Name		
Tunkhannock HS		
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	13 to 17
Age Range Justification		FTE %
TAHS houses grades 8-12. Due to scheduling, students are only in class with similar aged students.		0.2

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Tunkhannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESIC-2	Elementary	Full-time (1.0)	11/12/2024 12:39 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.18

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

DRAFT

Special Education Facilities

Building Name		Room #
Tunkhannock Area Primary Cntr		15
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		124
School Building		Building Description
		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		

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

3Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		222
School Building		Building Description
		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		

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.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		212
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Tunkhannock HS		124
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Tunkhannock Area Primary Cntr		23
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Tunkhannock Area Intermediate Sch		225
School Building		Building Description
		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		

8Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		223
School Building		Building Description
		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		

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.		No

Building Name		Room #
Tunkhannock HS		111
School Building		Building Description
		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		

11Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		100
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		226
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		120
School Building		Building Description
		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		

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.		No

Building Name		Room #
Tunkhannock Area Intermediate Sch		227
School Building		Building Description
		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		

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

Building Name		Room #
Tunkhannock HS		110B
School Building		Building Description
		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		

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

Building Name		Room #
Tunkhannock Area Primary Cntr		14
School Building		Building Description
		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		

18 Assurance Check

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

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

19Assurance Check

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

Building Name		Room #
Tunkhannock Area Intermediate Sch		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 35 feet, 0 inches	1050sqft	37
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Tunkhannock Area Intermediate Sch		115
School Building		Building Description
		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		

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	

Building Name		Room #
Tunkhannock Area Primary Cntr		29
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		
2024-12-10		
Uploaded Files		

22Assurance Check

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

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			
This training will provide an overview of updates on autism programming in our district, including trends in enrollment, program enhancements, and staff training efforts. Key topics will cover evidence-based practices, sensory-friendly supports, and strategies for improving family engagement. We will also review behavioral and social-emotional interventions, ensuring alignment with our district's vision for supporting students with autism. Participants will have the opportunity to ask questions and provide input to further strengthen our programs.			
Lead Person/Position		Year of Training	
Jeffrey Craig/Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	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	
Jeffrey Craig/Director of Special Education		2026	
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	
Jeffrey Craig/Director of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals Other

Transition

Description of Training			
Indicator 13 reminders			
Lead Person/Position		Year of Training	
Jeffrey Craig/Director of Special Education		2026	
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		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parents are invited to all district trainings			
Lead Person/Position		Year of Training	
Jeffrey Craig/Director of Special Education		2025	
		2026	
		2027	
		2028	
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	
Jeffrey Craig/Director of Special Education		2025	
		2026	
		2027	
		2028	
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	
Jeffrey Craig/Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

DRAFT