

Wayne Highlands SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

474 Grove St  
 Honesdale, PA 18431  
 (570)253-4661  
 Superintendent: Gregory Frigoletto  
 Director of Special Education: Amanda Kerna

## Planning Committee

Name	Role
Patrick Blaskiewicz	Administrator : Special Education
Chris Pietraszewski	Administrator : Special Education
Peter Jordan	Building Principal : Special Education
Deborah Diehl	Elementary School Teacher - Regular Education : Special Education
Vanessa Spadafora	Elementary School Teacher - Regular Education : Special Education
Erika Cavanaugh	Elementary School Teacher - Special Education : Special Education
Mollie Gearhart	Elementary School Teacher - Special Education : Special Education
Jennifer Burleigh	High School Teacher - Regular Education : Special Education
Kari Kromko	High School Teacher - Regular Education : Special Education
Amy Lesek	High School Teacher - Regular Education : Special Education
Jenna George	Middle School Teacher - Special Education : Special Education
Brenda Schweighofer	Middle School Teacher - Special Education : Special Education
Lynne Goodwin	Parent : Special Education
Susan Roberts	Parent : Special Education
Amanda Kerna	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 513

### *Identification Method*

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

In identifying students with specific learning disabilities, The Wayne Highlands School District (WHSD) utilizes the discrepancy model in all school buildings. In accordance with the Individuals with Disabilities Education Act (IDEA), Chapter 14 of the Pennsylvania School Code, and the "PA Guidelines for Identifying Students with Specific Learning Disabilities," this model considers the existence of an ability-achievement discrepancy as well as a demonstrated discrepancy between individual student performance and age or grade level standards.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the most recent Special Education Data Report (2017-2018), the Enrollment Difference Status in the Wayne Highlands School District is not significant for any disability categories.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently, there are no locations within the Wayne Highlands School District that serve non-resident students.

### *Incarcerated Students Oversight*

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 Wayne Highlands School District (WHSD) works with the officials at the Wayne County Correctional Facility to ensure that a Free and Appropriate Education is occurring. In the previous Compliance Monitoring and completion of the Facilitated Self Assessment (2014), Wayne Highlands was found to be in compliance with current requirements. Generally, the following process is followed:

When a young adult is placed in the Wayne County Correctional Facility, a prison official meets with the inmate to determine completion of graduation requirements, past eligibility for special education services, and the inmate's desire to continue with education services. This information is forwarded to the WHSD Special Education Director or Assistant Director.

If the inmate has indicated that he has not yet graduated but wishes to continue with education services and has received special education services in the past, appropriately certified teachers are assigned to educate him within the prison setting. An appropriate curriculum is developed and educational services are provided in accordance with the Individuals with Disabilities Education Act of 2004, 22 Pa. Code Chapter 14, and 34 CFR Part 300.

The Bureau of Special Education completed its cyclical compliance monitoring of the Wayne County Correctional Facility in April, 2014 and found the WHSD to be in total compliance with applicable regulations.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The single most important factor in determining Least Restrictive Environment is the individual needs of each student. In the majority of cases, prior to evaluation, the Instructional Support Team or Student Support Team has been active in providing and monitoring interventions within the regular education setting. If the student is not able to meet with success after multiple interventions have been provided then the student is referred for a Multi Disciplinary Evaluation. If the student is determined to be a student who qualifies for special education services, then the IEP team utilizes the "decision flow chart" to assist in the proper planning for the student. Educational services and placement are determined through the IEP Team and consideration is always given first to the regular education setting with supplementary aids and services. All of the "Questions for the IEP Team" are considered along with a continuum of placements. The IEP team weighs the desirability of integration along with the obligation to furnish an appropriate education by utilizing the following sequence:

- The IEP team defines and articulates what educational services the child needs, thus answering the question of what constitutes appropriate education for the child.
- The regular education setting is considered for the first placement option with the use of supplementary aids and services in the regular classroom.
- When necessary, each educational placement outside of the regular education setting is examined one at a time in a particular sequence along the order of the continuum from least restrictive to most restrictive.
- After the primary placement is determined, additional opportunities for integration are sought. Student placement is revisited at least annually to determine if change is appropriate.
- Through frequent team meetings, student placement is discussed and further integration is considered on a regular basis.

The aim of the Wayne Highlands School District is to provide quality education to students with special needs in the Least Restrictive Environment.

2. Throughout this process, regular education and special education teachers and service providers utilize strategies and knowledge they have gained through training opportunities which are continually offered. Professional Development opportunities are offered through on-site and off-site training. This LEA takes advantage of many opportunities offered through PaTTAN, PDE, and our NEIU 19. Each year, the Special Education Director completes the NEIU Needs Assessment to indicate areas in which professional development is needed. This is essential in planning training opportunities through the next year, during which IU staff may come to WHSD or we may visit the NEIU. When necessary, area experts are contacted at the IU to assist in the development of specific training or to work with a team of professionals focusing on one particular student or topic. At times, IU staff has observed students and offered input into behavior plans and IEP's.

- Topics of professional development in which WHSD staff continue to be involved include Supplementary Aids and Services in the Regular Education Setting, Teaching Students with Executive Functioning Skill Deficits, School Wide Positive Behavior Support Systems, De-Escalation Techniques and Safe Passive Restraint (certified team at each school building), Co-Teaching, Response to Intervention, the Instructional Support Process, Least Restrictive Environment, Classroom Management, the Role of the Regular Education Teacher in the IEP Process, Progress Monitoring, Functional Behavior Assessments and Positive Behavior Support Plans, Chapter 14 Regulations, Standards-Aligned IEP Goals, State Assessment Data Analysis, PaTTAN Autism Initiative Consultation and Trainings, Transition to Adult Life, Assistive Technology, Sensory Integration Needs and Sensory Diets, Research-Based Curriculum implementation in Reading, Writing, and Math; Verbal Behavior, Social Skills Curriculum, Keystone and PSSA Data Retrieval and Analysis, Assessment accommodations and modifications; Curriculum Alignment to Common Core Standards; Teacher Effectiveness and the Danielson Model, among others.
- Co-Teaching practices are now being implemented at the elementary, middle school, and high school levels. Teams of regular and special education teachers attend an on-site Co-Teaching Academy during the first year of co-teaching. Additional support is provided to each team through observation and consultation with administrative staff, utilizing resources from PaTTAN. At the elementary level, Reading and Math interventions are designed and implemented by both regular and special education teachers to heterogeneous groups of students with disabilities and those who have not been identified as requiring special education services. Through these models, our students with disabilities are able to more fully participate in the general education curriculum with their non-disabled peers. For the 2018-2019 school year, Wayne Highlands students are supported by sixteen different co-teaching partnerships throughout grades K-12.
- The Wayne Highlands School District (WHSD) participates in the Wayne County Consortium with the two other school districts in Wayne County to provide classes and placements for students with lower incidence disabilities. This consortium enables several students to continue participating in a school-based setting with non-disabled peers and to have access to the general education curriculum, while still providing the necessary specially designed instruction they require.
- The WHSD has very strong, collaborative working relationships with various community agencies including Children's Service Center, Wayne County Office of Behavioral and Developmental Programs, and Wayne County Children and Youth Services which provides us with additional supports to provide for our students in the regular education setting. The District currently partners with Children's Service Center to provide two School-Based Partial Hospitalization Programs, providing these students who need a very high level of support to also access the general education curriculum and regular education setting. The District also currently partners with Children's Service Center to provide a School-Based Behavioral Health (CSBBH) team in two of its elementary schools and one of its middle schools. The supports this team provides for students, families, and school staff make it possible for many students to remain in their neighborhood school and in the regular education setting instead of being placed in a more restrictive setting. The District is in the process of securing approval for a CSBBH Team at its high school and has taken steps to provide out-patient counseling services at its high school, in conjunction with another community agency.

- The WHSD works to effectively utilize the services of Instructional Paraprofessionals and Personal Care Assistants (PCA's) to provide necessary support to students within the regular education setting. Providing individual assistance within the regular education setting is considered before deciding to remove a student from regular education, even if it means an additional cost to the District. Our para-educators and PCA's have participated in the PA Para-Educator Credentialing Process and all of them meet the requirements to be considered "highly qualified," either through the credentialing process or by meeting other standards such as having earned college credits. In addition to the credentialing program, support personnel continue to receive training in several of the areas listed above including Supplementary Aids and Services in the Regular Education Setting, Teaching Students with Asperger's Disorder and High Functioning Autism, School Wide Behavior Support Systems, De-Escalation Techniques, Least Restrictive Environment, Classroom Management, the Role of the Paraprofessional in the Regular Education Setting, Progress Monitoring, Functional Behavior Assessments and Positive Behavior Support Plans, Chapter 14 Regulations, PaTTAN Autism Initiative Consultation and Trainings, Transition to Adult Life, Assistive Technology, Research-Based Curriculum Implementation in English Language Arts and Mathematics, Working with students with executive functioning skills deficits, Confidentiality, the Instructional Support process, Assessment accommodations and modifications, among others.
- The WHSD includes three classrooms designated as Model Sites in the PaTTAN Autism Initiative program. These classrooms are located in two of our elementary schools and consistently participate in on-site and off-site professional development, consultation, and technical assistance through PaTTAN.
- When necessary, the WHSD consults with an independently contracted Board Certified Behavior Analyst (BCBA), as well as a BCBA employed by the NEIU 19. These professionals may consult with staff, train staff, observe students, conduct FBA's with individual students, and work with IEP Teams to develop, implement, and monitor progress in Positive Behavior Support Plans for individual students. They also, at times, consult with individual teachers regarding positive classroom behavior strategies.
- The WHSD has funded professional development for two faculty members to become certified trainers in the Therapeutic Aggression Control Techniques (TACT-2) program. Each school year, these faculty members provide both initial trainings and recertification trainings to administration, faculty and staff within the district. Each school building maintains a team of certified administrators, faculty and staff. Additionally, faculty and staff working in emotional support programs and partial hospitalization programs maintain their certification.
- Over the past three years, the WHSD has investigated and implemented new ELA curricula in grades K-8. All administrators, faculty and support staff involved in implementing and supporting these curricula have participated in frequent professional development activities provided through the publishing company. These activities have occurred on-site trainings and observations with feedback conferences and off-site through webinars and online support.

3. In the Indicator 5 section of the SPP (Educational Environments), WHSD was nearly even with the SPP target for "SE Inside Regular Class 80% or More" (WHSD 61.7%, State 62%) and above the

target for "SE Inside Regular Class Less Than 40%" (WHSD 7.7%, State 9.3%) in 2017-2018. In that year, the District was slightly above the SPP Target for "SE in Other Settings" (WHSD 5.3%, State 4.9%). 2017-2018 is the most recent data available in the SPP format. Additional data was collected at the District level to provide the following Data Review. Before students are placed outside of the district, school teams and IEP Teams work diligently to provide necessary supports and services within the regular school setting. Every student is placed first in the Least Restrictive Environment (LRE) that could potentially meet his/her needs. If needed, additional supports and/or services are added within that placement. Agency supports, independently contracted services, and professional development are employed as needed. A great deal of flexibility is required to truly individualize types and levels of support for each child. IEP Team Meetings are held and Reevaluations are conducted as necessary including Functional Behavior Assessments (FBA) if appropriate. At each meeting, the full continuum of placement options is discussed amongst the team to ensure the LRE for the student. Only when all possible and appropriate supports and services have been employed as well as a continuum of types and levels of special education support, will a placement outside of the district be recommended.

Note: All of the students Wayne Highlands has currently placed outside of the district are so placed due to behavioral, emotional, and mental health needs that are very significant and preclude productive participation in the regular school setting.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

This LEA's Behavior Support Policy includes the following summarized guidelines that are in compliance with Federal (IDEA) and State (Chapter 14) Special Education Regulations:

1. Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. Behavior support programs shall include a variety of research-based techniques and the types of intervention shall be the least intrusive necessary.
2. Restraints (as defined in Federal Regulations) may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees and only when less restrictive measures and techniques have proven to be or are less effective.
3. The use of restraints shall cause a meeting of the IEP Team within ten school days of the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. If a meeting is held, the IEP Team will consider whether the student requires a Functional Behavior Assessment, Reevaluation, a new or revised Positive Behavior Support Plan, and/or a change in placement.
4. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as a punishment.



5. WHSD shall maintain and report data on the use of restraints.
6. Aversive techniques (as indicated in a detailed list within the Board Policy) are indicated as being inappropriate and will not be used by WHSD Staff in educational programs.

- Each elementary and our two K-8 schools within the WHSD incorporate School-Wide Effective Behavior Support (SWEBS) into their daily routine. This system of school-wide positive behavioral supports is implemented by faculty and staff throughout each school and also serves as Tier 1 in WHSD's developing Response to Instruction and Intervention model for behavioral interventions. Training in these schools has been delivered in conjunction with NEIU 19 Staff and has involved meetings with district and school administration, work sessions with designated behavior team members, in-service training for entire faculty and staff focusing on the principles and goals of SWEBS, and follow-up professional development provided as necessary. Staff training has been focused on the SWEBS program including effective school-wide behavior management, whole class management, classroom climate and organization, and writing effective behavior intervention plans.
- For WHSD students who are not successful with the school-wide behavior plan, individual behavior plans are developed through the Instructional Support Team (IST) or the IEP Team (if the student has already been identified as requiring special education services). Individual behavior support plans include positive, research-based behavior intervention techniques and are based on the results of functional assessments of behavior. These plans are regularly discussed and revised as necessary depending on the performance and needs of the specific child. The goal for each child's team is to teach and encourage appropriate behavior to enable the student to participate in his/her Least Restrictive Environment.
- Each of our six school buildings maintains a team of individuals trained and certified in de-escalation techniques and safe, passive restraint techniques (Therapeutic Aggression Control Techniques - TACT 2), so they are able to respond appropriately to a situation that poses imminent harm to a student, his/her peers, or staff. These teams are trained and refreshed annually by district employees who have been trained as certified trainers. Each school year, additional staff are trained to build capacity for successful de-escalation and safe interventions. Additionally, all faculty and staff working in emotional support programs, autistic support programs, life skills support programs, and partial hospitalization programs maintain TACT 2 certification.
- Beginning in the 2014-15 school year, the district has coordinated with an outside behavioral health agency to implement a Community and School-Based Behavioral Health (CSBBH) Team in two of its elementary schools and one of its middle schools. These schools were chosen because they are the largest elementary centers and also include the greatest number of students who utilized Therapeutic Support Staff (TSS) and the greatest number of students who require in-school and in-home behavioral health support. The Team includes two masters-level clinicians and one bachelors-level clinician who divide their time between the two schools in addition to providing in-home and community-based support to families. Meetings are held throughout each school year, with the Wayne County Office of Behavioral and Developmental Programs, the CSBBH Team, and District Administration to review current functioning of each team. These meetings always

emphasize very favorable progress in meeting the needs of students, their families, and school staff. The WHSD is currently in the process of securing approval to add a CSBBH Team to its high school.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. Currently, WHSD is providing FAPE to all of its resident students with disabilities. In analyzing the requirement for this LEA to place students outside of the district, it is apparent that the most gaps occur for the group of students with significant behavioral health issues (who are placed in behavioral health placements through a doctor's recommendation), for those with significant emotional, social, and behavioral difficulties, and for those with "dual diagnoses" of both Intellectual Disabilities and significant psychiatric conditions. When there is a doctor's recommendation made for a "medically necessary" placement, the WHSD honors that recommendation and ensures that FAPE is delivered while the student is in this placement. Each student's progress (academic and health) is closely monitored and representatives from WHSD participate in inter-agency meetings planned for the student, so that we may advocate for reintroduction into WHSD when appropriate. When medical recommendations are not made to address concerns, the WHSD utilizes all its resources including the Wayne County Special Education Consortium (WCSEC), other school districts, the NEIU 19, special education centers, approved private schools, and community agencies including the Wayne County Office of Behavioral and Developmental Programs, Children's Service Center, Children and Youth Services, Friendship House, Northeast Counseling, the Office of Vocational Rehabilitation (OVR) and Community Vocational Services among others, to identify appropriate services and placement(s) for each student and to create an individualized program for him/her.

- WHSD administration and staff also maintain open and frequent communication with community agencies to identify areas of need in providing FAPE for our students. This enables the LEA as well as the local agencies to design and implement programs that directly meet our students' needs. WHSD also utilizes effective community agency practices such as CASSP (Child and Adolescent Service System Program) Meetings, Inter-Agency Meetings, Treatment Team Meetings, and Diagnostic Appointments to communicate with agency representatives providing services to its

students. Inter-Agency Meetings and the resulting agency collaboration have proven especially beneficial in planning for the needs of "hard to place" students.

- WHSD staff and administration work continuously to assess the provision of a full continuum of supports and services for our students with disabilities. Teachers and administrators work closely with their counterparts in our neighboring school districts to identify gaps in that continuum and plan to provide needed services between the three districts through the Wayne County Consortium. Special Education Directors and Superintendents meet annually to discuss areas of need and plan for expansion of services as necessary. This collaboration enables the majority of our students to attend school within regular school buildings in Wayne County, if not in their neighborhood schools.

2. The WHSD and its two partner districts in the Wayne County Special Education Consortium (WCSEC) have recognized the need for placement options for these students with significant mental health and/or behavioral needs. In response to these needs, the WCSEC has created three classrooms dedicated to School-Based Partial Hospitalization; one at the high school level, one at the middle school level, and one at the elementary level. In each of these classrooms, the hosting district provides a special education teacher and a paraprofessional to provide FAPE to the students placed there. Through our partnership with a community agency, two therapists are also provided to support the students in each of these classrooms as well as routine psychiatric appointments and family counseling sessions. Because these classes are available to the students who live within Wayne County, we are able to provide FAPE for them in a school placement reasonably distanced from their homes. Because they are located in typical school buildings, these placements also maintain the opportunities for these students to participate in inclusion in the general education setting with their non-disabled peers as they are able to do so. These classrooms have dramatically improved WHSD's ability to provide educational services for our students in "medically necessary" placements within the district.

- Through additional interagency collaboration within the LEA, we are able to provide Transition to Adult Life services to our students in high school. Agencies such as the Human Resources Center, Inc., Community Vocational Services, institutions of post-secondary education, and OVR partner with the district to provide programs including School to Work training, community job shadowing, work-based learning evaluations, job coaching and training, self-advocacy skills in post-secondary education, driver's permit/license training and practice driving.
- Beginning in the 2018-2019 school year, the WHSD has collaborated with two neighboring school districts, OVR, Living Unlimited, the Wayne County Office of Behavioral and Developmental Programs, and the Wayne Memorial Hospital to provide the Project Search program to several of our students. This program includes a special education teacher, provided by the WHSD, and a skills trainer, provided by Living Unlimited, to work with our Project Search Interns as they participate in full-time, unpaid internships at the Wayne Memorial Hospital. The interns, who are high school students in their last year of school, have significant disabilities including Intellectual Disability and Autism. Project Search provides a full-time "work" environment with the support of a teacher, skills trainer, and hospital employees serving as mentors for these young adults to help prepare them for a productive, satisfying life after graduation. Community agencies involved in Project Search also

provide "follow along" services after the students graduate, providing support for future employment and independent living.

- WHSD has always fostered and appreciated a highly collaborative relationship with community agencies providing behavioral health services to our students in and out of the school setting. The district welcomes Therapeutic Support Staff (TSS), Behavior Specialists, Case Workers, Supports Coordinators, and other agency staff into its schools to support students and their families, provide training to school staff, and attend meetings with various teams. Beginning in the 2014-15 school year, the district began collaboration with a community agency to provide a Community and School-Based Behavioral Health (CSBBH) Team in two of its elementary schools. Since then, the WHSD has added a CSBBH Team to its Wayne Highlands Middle School. This has proven to be a very successful model that helps us meet the needs of our students, their families, and school staff. The availability of the CSBBH also enables the WHSD to continue to provide appropriate services to our students in their neighborhood schools; many students with behavioral health needs have been able to remain placed in our district, instead of sent to an outside placement, because of the services provided through the CSBBH.
- Several Life Skills Support and Autistic Support classrooms in the Wayne County Consortium continue to successfully participate in the PaTTAN Autism Initiative, which provides training and consultation utilizing the Verbal Behavior Program. Currently, one Early Intervention class, five Elementary classes, and one Middle School class implement this program. These highly specialized classrooms and programs enable our students with Autism Spectrum Disorders and/or significant developmental/intellectual delays to receive academic and behavioral interventions, focusing on Applied Behavior Analysis, within Wayne County.

3. As our student population requires, the WCSEC may plan to expand its offering of Autistic Support Classrooms. The WCSEC is currently exploring ways it may increase its programs dedicated to Career Technology, which will further support our district's Transition to Adult Life programs. The WHSD is currently exploring possibilities of expanding its collaboration with community agencies to provide behavioral health support through the Community and School-Based Behavioral Health Team model in additional school buildings.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Wayne County Correctional Facility	Incarcerated	School District	0
None located within the Wayne Highlands School District.	Nonresident	*	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Special Education Centers	AS, ES	5
Wallenpaupack North Primary Center	Neighboring School Districts	Multiple Disabilities Support	3
Wallenpaupack Area Middle School	Neighboring School Districts	Emotional Support	3
Wallenpaupack Area High School	Neighboring School Districts	School-Based Partial Hospitalization	4
Wallenpaupack Area High School	Neighboring School Districts	Life Skills Support	1
NEIU 19 Learning Campus	Special Education Centers	Center-Based Emotional Support	3
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing Support	1
The Gregory Center for ABA	Instruction in the Home	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Increased needs of students require Full-Time placements.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	7	0.67
Locations:				
Stourbridge Primary Center (SPC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	4	0.33
Locations:				

Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	7	1
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	2	0.3
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.7
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2019*Reason for the proposed change:* Increase in inclusion opportunities resulting in more students in "Supplemental" placements.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	4	0.6
Justification: This program serves students with low-incidence disabilities. Due to the low number of students				

requiring this type of support, there are fewer classrooms available to serve them.				
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	2	0.4
Justification: This program serves students with low-incidence disabilities.				
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	21	1
Justification: This position provides services to students in their general education classes. Students are grouped by grade level, and those outside of the allowable age range are not grouped together.				
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster

Increased inclusion in general education setting

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	12	0.75
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	1	0.25
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		



**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Reason for the proposed change: Updated roster**Increased inclusion in general education setting***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	8	0.75
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	2	0.25
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Reason for the proposed change: Updated roster**Increased inclusion in general education setting***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	17	0.85
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.15
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Reason for the proposed change: Updated roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	6	1
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	8	1
Justification: This classroom serves students in grades Kindergarten through 5, due to low incidence population.				
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2018*Reason for the proposed change:* Removal of extra "supplemental" segment to accurately reflect current caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	6	0.7
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.1
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	2	0.2
Locations:				
Lakeside Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2019*Reason for the proposed change:* Several students requiring less support from special education teacher, now receiving Itinerant support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.8
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.2
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2018*Reason for the proposed change:* Removed "Itinerant" segment due to increased support through co-teaching opportunities.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	1
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	1
Locations:				

Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2018*Reason for the proposed change:* Change of "Itinerant" segment to "Supplemental" due to new co-teaching opportunities.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	17	1
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster  
Increased inclusion in general education setting**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	1
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster  
Increased inclusion in general education setting**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	2	0.3
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.7
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2019*Reason for the proposed change:* Students requiring more special education teacher support resulted in the removal of the Itinerant support segment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	11	1
Justification: This program serves students in grades Kindergarten through 5, in a rural school serving approximately 300 students in grades Kindergarten through 8. Due to the low enrollment, the number of students identified for special education services is also low, resulting in the need to group students in grades K-5 together for learning support services. Within instructional groups, the age range does not exceed the recommended range.				
Locations:				
Damascus Area School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2019*Reason for the proposed change:* Students requiring less special education teacher support resulted in adding Itinerant segment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.8
Locations:				
Damascus Area School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	2	0.2
Locations:				
Damascus Area School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2015

*Reason for the proposed change:* Added "Supplemental" segment to reflect change in caseload

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	9	0.7
Locations:				
Preston Area School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	5	0.3
Locations:				
Preston Area School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* Addition of co-teaching option provides more support from a special education teacher and required the addition of the Supplemental segment.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	7	0.5
Locations:				
Preston Area School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	6	0.5
Locations:				
Preston Area School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2015

*Reason for the proposed change:* Increased focus on independent living skills and community engagement mean the Life Skills Support category is more appropriate for these students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	14	0.8
Justification: This caseload represents students in grades 9-12. The groupings of these students during instruction does not exceed age range requirements.				
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.2
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Addition of "Supplemental" segment due to new co-teaching opportunities.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.2
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	0.8
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Addition of "Supplemental" segment to accurately reflect change in caseload assignment.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	6	0.2
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	14	0.8
Justification: This program serves students in grades 9-12. Actual class groupings do not exceed recommended age range.				
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster  
Increased inclusion in general education setting**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	0.8
Justification: This caseload includes students in grades 9-12. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2018*Reason for the proposed change:* Addition of "Supplemental" segment due to new co-teaching opportunities.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	0.8
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Reason for the proposed change:* Updated roster, Redistribution of case management  
Increased inclusion in general education setting**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	11	0.25
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	0.75
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2018*Reason for the proposed change:* Addition of "Supplemental" segment due to new co-teaching opportunities.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.6
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.4
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2015*Reason for the proposed change:* Able to reduce case load through hiring additional Speech/Language Pathologist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	37	1
Justification: This caseload includes students in grades K-2. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2015*Reason for the proposed change:* Single building assignment possible through hiring of additional Speech/Language Pathologist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	44	1
Justification: This caseload includes students in grades 3-5. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Lakeside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2015*Reason for the proposed change:* Reassignment of case load due to hiring of additional Speech/Language Pathologist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	22	0.48
Justification: This caseload includes students in grades K-5. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Damascus Area	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	26	0.52
Locations:				
Damascus Area School, Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #32**

*Operator:* Multiple Districts

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* One student on caseload has moved to high school.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	5 to 13	7	0.18
Justification: This caseload includes students in grades K-5. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Stourbridge Primary Center, Lakeside Elementary School, Wallenpaupack North Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	16 to 16	1	0.02
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #33**

*Operator:* Multiple Districts

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* May 1, 2017

*Reason for the proposed change:* Movement in students' grade levels and identification of newly eligible students at elementary schools

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.05
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 10	3	0.15

Locations:				
Lakeside Elementary School, Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2015*Reason for the proposed change:* Staff reassignment to reduce caseloads**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	9	0.2
Justification: This caseload includes students in grades K-5. The groupings of these students for instruction does not exceed age range requirements.				
Locations:				
Honesdale High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	24	0.8
Justification: This caseload includes students in grades K through 5 receiving an Itinerant level of support. During actual sessions, age range is not exceeded.				
Locations:				
Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2017*Reason for the proposed change:* Progression of students through grade levels and graduation, Newly identified students in elementary schools**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.05
Locations:				
Wayne Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 12	2	0.15
Justification: Services are provided individually. Students are not grouped together.				
Locations:				

Lakeside Elementary School, Stourbridge Primary Center	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
Damascus Area School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	12	0.2
Justification: This caseload includes students in grades K-6 receiving an Itinerant level of support. During actual sessions, age range is not exceeded.				
Locations:				
Preston Area School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38***Operator:* Multiple Districts**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 2, 2018*Justification:* Compliance for classroom design (for instruction), classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This classroom will be located within the Wayne Memorial Hospital. Program participants will spend some time in the classroom each day, but will spend the majority of the time within various departments of the hospital.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 21	7	1
Locations:				
Wayne Memorial Hospital	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

**Program Position #39***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: March 7, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	1	0.2
Locations:				
Damascus Area School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	0.8
Locations:				
Damascus Area School	A Middle School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Occupational Therapist	Damascus Area School (DAS)StourbridgePrimary Center (SPC), WH Middle School (WHMS), Lakeside Elem.(LSE), Preston School (PS), Honesdale High School (HHS)	2
Personal Care Assistants (also MD)	SPC, LES, WHMS, HHS	11.5
School Psychologist	District	1
Social Worker	SPC, LSE, PS	1
Professional Counselor	WHMS, HHS, DAS	1
Special Education Director	District	1
Instructional Paraprofessionals	All WHSD Schools	30.5
Special Education Assistant Director	District	1
Administrative Assistant	District Office	1.5

## **Special Education Contracted Services**

*There are no special education contracted services.*

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Participation in on-site and off-site trainings (including teachers, speech/language pathologists, and paraprofessionals) coordinated with the PA Autism Initiative.  Scores of at least 90% on annual Site Reviews conducted by the PA Autism Initiative Consultants.
<b>Person Responsible</b>	Special Education Director/Assistant Director
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	7.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	11
<b>Provider</b>	Wayne Highlands School District, PA Autism Initiative (PaTTAN)
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain, or continue to develop, knowledge of the Verbal Behavior Program and its related assessments and instruction, as well as research-based strategies to be utilized with students with Autism Spectrum Disorders.
<b>Research &amp; Best Practices Base</b>	The Verbal Behavior Program and its related assessments have strong research-base and are identified as Best Practices in working with students with Autism Spectrum Disorders.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.



	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	<p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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## Behavior Support

<b>Description</b>	<p>On-going training provided to special education faculty and staff as well as general education teachers focusing on positive behavior supports for all students, particularly those with Emotional Disturbances and/or behavioral health needs. Completion of PDE's Quality Indicators of Emotional Support Services and Programs with every emotional support program in the district, including partial hospitalization programs. Training and implementation of "Social Thinking" curriculum in emotional support programs.</p> <p>Decrease in number of student discipline referrals and actions (school suspensions, detentions).</p> <p>Increase in positive behaviors reported through data collection in emotional support programs.</p> <p>Effective completion of Functional Behavior Assessments and Individual Positive Behavior Support Plans as necessary, including necessary data collection and progress monitoring analysis.</p> <p>Decrease in number of students requiring placement outside of district due to challenging behaviors.</p>
<b>Person Responsible</b>	Special Education Director, Principals, Assistant Special Education Director
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	15
<b>Provider</b>	Wayne Highlands School District, NEIU 19
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain knowledge of antecedents and consequences to

	<p>behavior, effective and positive behavior intervention techniques and strategies, and antecedents that can be arranged to avoid challenging behavior. Knowledge will also be gained in Special Education Regulations and practices as they relate to behavior assessments, plans, and data collection.</p> <p>Participants will reflect upon current practices in emotional support programs and plan for implementation steps to address areas in need of improvement.</p> <p>Participants will gain understanding of the "Social Thinking" curriculum and gain experience in its implementation. Participants will reflect upon successful implementation of program and its effects on student behavior.</p>
<b>Research &amp; Best Practices Base</b>	<p>Training will focus on strategies and techniques corroborated in the research and best practices base provided through PDE, PaTTAN, and our NEIU 19.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p>

	<p>Department Focused Presentation Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity</p>

## Paraprofessional

<b>Description</b>	<p>All paraprofessionals will have access to district's "library" of professional development resources. Paraprofessionals will be welcomed at department meetings, grade level meetings, faculty meetings, and trainings provided outside of instructional time. Select paraprofessionals will be trained to join</p>
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	<p>their school's Safe Crisis Management Team.</p> <p>All newly hired paraprofessionals will continue to meet PA "Highly Qualified" requirements, including the completion of the minimum 20 hours of professional development during each school year.</p>
<b>Person Responsible</b>	Special Education Director and Assistant Director, Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	Wayne Highlands School District, NEIU 19, PaTTAN, etc.
<b>Provider Type</b>	Multiple sources
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will gain knowledge relating to each one's assignment and responsibilities which may include information about academic standards, instruction, assessments, behavior interventions, data collection, specific disabilities including Autism Spectrum Disorder, medical and/or personal needs of students, Verbal Behavior, Crisis Prevention and safe physical restraints, in addition to others.
<b>Research &amp; Best Practices Base</b>	All professional development will be based upon research-based information and best practices in the applicable areas. The PA Para-Educator Credentialing Process will be utilized for those newly hired.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Live Webinar          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<b>Participant Roles</b>	<p>Paraprofessional          New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Review of credentialing portfolio when applicable, Review of professional development activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.          Participant survey          Review of written reports summarizing instructional activity          Portfolio</p>

## Reading

<b>Description</b>	<p>Continued implementation of department/grade level meetings, curriculum development, data analysis, and PA Core Standards trainings to increase effectiveness of English/Language Arts (ELA) instruction. Continued focus on recently adopted ELA curricula at grade levels K-2 and 3-8; professional development provided by publishing organizations and grade level meetings.</p> <p>State Performance Plan targets for student growth will be met by all schools in the Wayne Highlands School District in the area of Reading.</p> <p>State Performance Plan targets for student growth will be met by the IEP</p>
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	Subgroups in applicable schools.
<b>Person Responsible</b>	Special Education Director, Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	15
<b>Provider</b>	Wayne Highlands School District, NEIU 19, Wilson Language Training, Wit & Wisdom
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Participants will gain knowledge about the State Core Standards, the State Assessments and their alignment to these standards, and best instructional practices.</p> <p>Participants will analyze student performance data to focus and improve instruction.</p> <p>Participants will further develop their understanding of the ELA curricula, its alignment to state standards, and strategies for supporting struggling learners within the general education curricula.</p>
<b>Research &amp; Best Practices Base</b>	See above.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops  School Whole Group Presentation  Live Webinar  Department Focused Presentation  Professional Learning Communities  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  Paraprofessional  New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Lesson modeling with mentoring  Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data  Standardized student assessment data other than the PSSA</p>



	<p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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## Transition

<b>Description</b>	<p>On-going training of middle school and high school staff regarding effective practices to prepare students for life after high school. Training in and consistent implementation of the Planning for the Future Checklist provided through the PDE.</p> <p>Completed IEP Transition Sections/Information that meet requirements set by PDE. Positive outcomes for our students, as evidenced by post-graduation surveys.</p> <p>Attendance at PaTTAN's PA Community on Transition Conference during the Summer of 2019 (Transition Co-Coordinators)</p> <p>Conduct research to follow through on recommendations following Indicator 13 review process with NEIU 19 Staff</p>
<b>Person Responsible</b>	Special Education Director, District Transition Coordinators
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	1
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	10
<b>Provider</b>	Wayne Highlands School District, NEIU 19
<b>Provider Type</b>	NEIU, PDE and PaTTAN, Community Agencies, LEA
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain knowledge of Effective Practices for Secondary Transition, including appropriate transition assessments and planning for students, Special Education Regulations and requirements for Transition Planning. Participants will develop understanding of fluid transition planning process that needs to occur for each student throughout (middle school and) high school. Participants will gain knowledge about and become

	comfortable with utilizing tools provided by the PDE to effectively assist students and their families in planning for life after high school.
<b>Research &amp; Best Practices Base</b>	PDE sets forth research and best practices related to Transition, which will be the basis for our work.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>

<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Journaling and reflecting Review of Transition Planning during meetings and in IEPs.
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*