

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 514
School District Total Student Enrollment 2346
Percent of Students Receiving Special Education 21.9

Steering Committee

Name	Position/Role	Building	Email
Amanda Kerna	Director of Special Education	Wayne Highlands SD	akerna@whsdk12.com
Gregory Frigoletto	Superintendent	Wayne Highlands SD	gfrigoletto@whsdk12.com
Timothy Morgan	Other	Wayne Highlands SD	tmorgan@whsdk12.com
Erika Cavanaugh	Other	Wayne Highlands SD	ecavanaugh@whsdk12.com
John Kretschmer	Building Principal	Wayne Highlands MS	jkretschmer@whsdk12.com
Alyvea Rawlins	Special Education Teacher	Preston Sch	arawlins@whsdk12.com
Carley Zielinski	Special Education Teacher	Lakeside Elementary School	czielinski@whsdk12.com
Mr. George Korb	Board Member	Wayne Highlands SD	gkorb@whsdk12.com
Kelly O'Neill	General Education Teacher	Honesdale HS	koneill@whsdk12.com
Christina MacDowell	Parent	Wayne Highlands SD	C.m.MacDowell@gmail.com
Alison Kandrovoy	Parent	Wayne Highlands SD	alison.kandrovoy@gmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
The LEA is continuously working to strengthen its links with community agencies, the Office of Vocational Rehabilitation, and other resources to increase opportunities for students to be ready for post-secondary education/training and employment after graduation. We have OVR and community agencies working directly with students and their families more frequently and will continue to increase this. Through the Personal Connections Experience the LEA will collaborate with OVR to provide supported, community-based employment opportunities for students during the summer. Special Education Case Managers, school counselors, and other members of IEP Teams have received professional development and are now taking a more thorough, focused approach toward guiding students toward positive post-school outcomes. Before students graduate from high school, updated contact information is secured and the Post-Outcome Surveys are discussed, in an effort to increase the percentage of our graduates who respond to our request for information.

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

Corrective Action	Improvement and Planning Activities
FSA - Public School Enrollment	<p>In reviewing Special Education Data Reporting from the school year 2015-2016 through the school year 2019-2020, two disability categories were identified as consistently surpassing the state percentage. They were Specific Learning Disability (SLD) and Speech or Language Impairment (SLI). These two categories will be targeted in the LEA's Improvement Plan for FSA 17/ Public School Enrollment. The LEA will review its procedures regarding identification of students with SLI's. Administration will meet with all Speech-Language Pathologists (SLP's) in the LEA to discuss trends in identification and identify potential patterns. Current practices will be discussed and evaluated, including Response to Intervention, Language Enrichment in Kindergarten, and Kindergarten Screenings. Potential barriers to effective pre-evaluation interventions will be discussed and remedied. Additional intervention practices will be considered and implemented if deemed promising in the effort to decrease the number of students requiring evaluation and identification of SLI. If necessary, adjustments to caseloads will be made to facilitate efficient pre-evaluation interventions. The BSE Advisor will review Penn Data to determine if enough progress has been made. The LEA will review its procedures and practices regarding identification of students with SLD's. Administration and relevant faculty will meet to discuss current curricular materials and practices, Instructional Support Team (IST) practices and pre-referral procedures, Response to Intervention, and Title 1 supports. Administration will consider the need for additional faculty/staff to provide academic support to struggling students before referral for evaluation becomes necessary, especially in the area of Mathematics. The LEA is in the process of adopting and implementing new ELA curriculum in grades K-2 with the hope of improving its Tier 1 Instruction and decreasing the need for referral to IST. The LEA will investigate professional development opportunities for faculty and staff in an effort to increase their ability to effectively differentiate instruction and support students within the general education setting before referral for more intensive intervention is necessary. The BSE Advisor will review Penn Data to determine if enough progress has been made.</p>

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

If Wayne Highlands School District were a host to a 1306 facility, we would follow all regulations included in "Educational Programs for Students in Non-Educational Placements," as directed by the PDE. We would ensure that educational placement and programming decisions were made on an individual basis, determined by each student's unique areas of need. IEP Team Meetings would be held at least annually and include all required members of the IEP Team, including the student if appropriate. Unless we were otherwise directed, students in this facility would have the option of attending any of the educational placements and receiving any of the services and supports available to resident students of the district. Progress monitoring data and input from IEP Team Members would be considered on an ongoing basis to determine if a change in programming or placement needed to occur. Reevaluations would be conducted as required by special education regulations.

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

If Wayne Highlands School District were a host to a 1306 facility, we would follow all regulations included in "Educational Programs for Students in Non-Educational Placements," as directed by the PDE. We would establish communication procedures with the facility to ensure we would be aware when a student with an IEP is admitted there. We would provide necessary documents and information to the facility, so its employees would understand the educational process for its residents and establish a single point of contact within our Special Education Department for the facility to contact regarding new enrollments, concerns, questions, updates, etc. When a student is ready to leave the 1306 facility and return to his/her home school or move to another residential facility, Wayne Highlands would promptly forward records as requested and participate in any transition meetings held, so that we can share information about the student's program and performance during his/her educational placement with us. This transition process would begin no later than two weeks prior to the student's transfer.

Incarcerated Students Oversight

- 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
Wayne County Correctional Facility	County facility	District	0

- 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) has designated a single point of contact to communicate with the Wayne County Correctional Facility (WCCF). Information regarding education programs and services are available for inmates and their families at the WCCF. When an inmate who is under 21 years of age is identified as having not yet graduated from high school, the WCCF and the WHSD discuss educational programming options with the inmate. If the inmate decides he wants to continue his education and work toward a high school diploma, requests for records are sent to the inmate's previous educational placement. These records are reviewed in order to determine what type of educational programming is most appropriate for the inmate and whether an evaluation or reevaluation needs to occur in order to collect more data about the student. A WHSD teacher is assigned to work with the inmate for a designated number of hours per week, within the WCCF. Educational materials and instruction are tied to the general education curriculum and modified/accommodated as necessary to meet individual student needs. If an inmate is already identified as eligible for special education services, all regulations in Chapter 14 are followed including regular IEP Team Meetings, progress monitoring, and reevaluations at required intervals.

Least Restrictive Environment

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

% Students in Regular Class 80% or More of the School Day School Year-----WHSD----State----SPP Target----- 2017-2018-----61.7-----62-----
-----64.1 2018-2019-----64.8-----61.5-----N.A. 2019-2020-----68.3-----61.5-----N.A. 2020-2021-----68.4-----62.1-----N.A.
% of Students in the General Education Setting 40% or Less of the School Day School Year-----WHSD----State----SPP Target----- 2017-2018-----
--7.7-----9.3-----8.1 2018-2019-----8.2-----9.4-----N.A. 2019-2020-----8.5-----9.6-----N.A. 2020-2021-----11.2 ---
---9.8-----N.A.

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 Wayne Highlands School District (WHSD) implements a strong Multi-Tiered System of Support for all its students, to their academic and social/emotional needs. Tier 1 programs include a research-based, effective core curriculum that is implemented with fidelity by our faculty, as well as school-wide positive behavior support programs for all students. For students who struggle to meet the expectations in Tier 1, the WHSD provides Tier 2 supportive services including Instructional Support, Student Support, Student Assistance Programs, Title 1 Reading support, appropriate differentiation and accommodation to the general education curriculum (a full range of supplementary aids and services), after-school and during school clubs and programs, and varied course offerings at middle school and high school levels. These programs and services provide interventions, additional expertise and consultation, frequent contact with parents, accommodations, and further evaluation when necessary to provide additional support to students who require it. Tier 3 support is provide to students who require it. In the WHSD, these supports and services include special education programming (placement, related services, case management, etc.), Community and School-Based Behavioral Health teams in 4 of our 6 school buildings, out-patient therapists who work with students in the school setting, and crisis counseling.

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

The WHSD offers regular professional development opportunities for faculty that focuses on differentiating and individualizing instruction within the general education curriculum. Through this training, consultation with specialists and IEP Teams, and getting to know each student, our faculty are expected and able to make accommodations and modifications to the general education curriculum in order to meet each student's needs, providing a range of supplementary aids and services. The WHSD offers a continuum of academic programming options for its students with disabilities, in order to ensure their participation in the general education curriculum as much as possible. Differentiated grouping strategies and individual support is expected in all our general education classrooms, and special education support (i.e. special education teachers, paraprofessionals, personal care assistants) support students in the general education setting when necessary. At the middle school and high school levels, a variety of course offerings provide advanced classes, general classes, and co-taught and/or classes supported by special education staff, which maintain students' participation in the general education curriculum while supporting them in areas of skill deficit. Throughout all grade levels, supplementary aids and services are provided to all students as necessary, and these supports are exhausted before removal from the general education setting is recommended.

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

The WHSD encourages all its students to participate in extra-curricular activities to the greatest possible extent. When a student with disabilities express interest in doing so, the student's IEP Team consults with the faculty/staff involved in the extracurricular activity so that its members can understand the expectations and demands of the activity and how that student's disability may affect his/her participation. Once that is understood, the WHSD works with

the team to provide any supplementary aids and services the student may require. That may include setting the student up with a peer buddy, modifying the expectations of the activity, providing specialized transportation, providing a personal care assistant or special education teacher to assist the student directly, providing physical accommodation/modifications, assistive technology, providing differentiated access to materials/equipment, etc.

- 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?

Students in private institutions have very unique needs which sometimes preclude their participation in education with non-disabled children. However, when the WHSD recommends a private placement for a student, its goal is always to bring the student back into his/her neighborhood school. To maintain focus on that goal, a representative of the WHSD attends all meetings regarding that student and reviews all documents provided (IEP, evaluation reports, progress reports, incident reports, etc.). At least annually, but more often if appropriate, the student's programming, including his/her participation with non-disabled peers, is considered and revised if appropriate. Similarly, if a student placed in a private institution expresses interest in participating in an extra-curriculum activity in his neighborhood school, the student's IEP Team, along with the faculty/staff facilitating the activity, would gather information about the student and activity to determine what additional supports/services the student may require to participate and provide those accordingly.

- 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 WHSD's most significant need in this area relates to students with significant social/emotional, mental health, behavioral needs. All of our students who are placed out-of-district are placed that way because these types of needs significantly impact the WHSD's ability to meet their needs in a typical school setting.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story, Troop	Licensed Private Academic		Salisbury	Autistic Support	0
New Story, Troop	Licensed Private Academic		Salisbury	Emotional Support	4
NEIU Learning Campus	Other	IU Program	NEIU 19	Emotional Support	3
Children's Service Center (Partial Hospitalization Program)	Licensed Private Academic		Children's Service Center	Emotional Support	1

The Gregory Center	Other	Applied Behavior Analysis Center - Instruction Conducted in the Home (in a center-based location)	The Gregory Center	Autistic Support	1
Hancock Central School	Other	Public school that includes students without disabilities	Hancock Central School District	Learning Support	12

Positive Behavior Support

Date of Approval
2019-09-17

Uploaded Files
FSA 2 PBS Policy.pdf

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

The WHSD supports the emotional, social needs of students with disabilities through a continuum of special education supports and services as well as community agency services hosted within its school buildings. All students within the district have the availability of behavioral health services through Community and School-Based Behavioral Health teams and out-patient therapy which are provided by community agencies and independent contractors through agreements with the WHSD and provided within our school buildings. The Student Assistance Program is also available to all students. Additionally, students with disabilities who demonstrate social/emotional needs may be supported by the district's professional counselor or social worker through individual and/or group sessions, social skill groups, and/or consultation. They may access a spectrum of Emotional Support placements which range from Itinerant level support to Supplemental to Full Time to Intensive Emotional Support which is supported by an out-patient therapist. A full range of supplementary aids and services, accommodations and modifications are provided to individual students as appropriate. Through collaboration with community agencies, inter-agency meetings are frequently held and referrals can be made for additional behavioral health services as necessary.

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.

The WHSD has designated two certified faculty members as in-house trainers and consultants in the Therapeutic Aggression Control Techniques (TACT 2) program, which is a trauma-sensitive staff training program in behavior management, crisis de-escalation, and physical intervention. We have designated teams within each school building to respond in the case of a behavioral escalation. The members of these teams, which include the building administrator(s) and various faculty members, participate in the initial, three-day TACT-2 training and annual one-day refreshers. After an annual evaluation, these team members are certified for one year. Additionally, faculty and support staff working in programs in which behavioral escalations are more likely to occur (i.e. Emotional Support, Autistic Support, Life Skills Support) participate in these trainings and certification process. Throughout the WHSD, faculty and staff are provided with professional development regarding student behavior and positive behavior supports. During the 2021-2022 school year, faculty and staff working in Emotional Support programs as well as Instructional Support Teachers attended a training with a Board Certified Behavior Analyst (BCBA) from an outside agency to review/learn about the basics of behavior and conducting a Functional Behavior Assessment (FBA). The BCBA has also visited each of our Emotional Support programs multiple times to conduct observations, have discussion with program faculty and staff, and make recommendations regarding the program-wide and individual positive behavior support plans they currently have in place.

3. Describe the district positive school wide support programs.

In our elementary level buildings, the WHSD utilizes school-wide positive behavior support programs that focus on teaching students about clear expectations for their behavior, modeling expected behaviors, and ensuring students understand how they can meet the school's expectations, paired with

positive reinforcement for expected behavior and appropriate consequences for unexpected behavior. Students begin each day as a "new slate" and earn reinforcement for meeting behavioral expectations. Behavioral expectations are designated by a color system, and students "move their clips" between the colors depending on their behavior throughout the day. Building-level and classroom-level group rewards occur as designated by the classroom teacher and/or principal. In our middle school and high school level buildings, behavior support is less explicit, but remains focused on clear behavioral expectations, positive reinforcement for expected behaviors, and appropriate consequences for unexpected behaviors. Students earn positive reinforcement as appropriate, in the form of privileges and special events including social time, parties, and trips.

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

The WHSD contracts with a behavioral health agency to provide Community and School-Based Behavioral Health (CSBBH) teams in 4 of its 6 school buildings (one primary school, one intermediate school, one middle school, and one high school). Each of these teams consists of two or three behavioral health providers, including at least one Masters Level practitioner. Additionally, the WHSD provides out-patient therapy services to its students in 4 of its 6 school buildings (one middle school, one high school, and two K-8 schools). The WHSD provides behavioral health services to all of its students placed in Emotional Support programs, including CSBBH, out-patient therapy, social work, and/or professional counseling. The WHSD employs a full-time Crisis Counselor for the district who supports students with a high degree of behavioral health needs. School Counselors in every school building also provide social/emotional support and coordination of behavioral health services for students.

5. Describe the district restraint procedure.

The WHSD follows all the guidelines laid out in PDE's Guidelines for De-escalation and the Use of and Reporting of Restraints in Education Entities (11/2017). The district's restraint procedure is included in the attached Positive Behavior Support Policy. Physical restraints are always used as a last resort, only when a student is a danger to himself or others, and always conducted by trained personnel. When a restraint occurs in the school setting, the school personnel involved contact the student's parent(s) to notify them of the incident. They also complete a written report of the incident which is sent to the Director of Special Education who compiles that information into a letter which is sent to the student's parent(s) for their records. This letter also explains the need to hold an IEP Team Meeting within ten school days of the incident and gives the parent the opportunity to agree to that meeting or waive the meeting in writing, if they so choose. If the parent does not waive the meeting, an IEP Team Meeting is scheduled within ten school days of the incident during which the IEP Team reviews the incident, the student's program and progress, and whether any new assessments need to be completed and/or any changes made to the student's educational program.

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.

Current concerns for our student placed in Instruction Conducted in the Home focus on the student's mental health and her inability to participate in educational services to any marked degree. Currently, the student's mental health condition precludes her from even participating in virtual sessions with her teacher. She is able to complete some of the work the teacher delivers to her home, with the support of her family. We have scheduled an IEP Team Meeting to discuss our concerns and get updated information from the student's medical providers and parent.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSET	Elementary	Full-time (1.0)	05/16/2022 03:30 PM

Building Name		
Stourbridge Primary Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSNB	Multiple	Full-time (1.0)	05/16/2022 03:28 PM

Building Name		
Honesdale HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
This caseload includes students in multiple grade levels. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.15

Building Name		
Stourbridge Primary Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
This caseload includes students in multiple grade levels. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSGM	Elementary	Full-time (1.0)	06/01/2022 08:12 AM

Building Name
Lakeside Elementary School

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
This caseload includes students in grades 3-5. During sessions, when students are seen individually or in small groups, the age range does not exceed the range recommended by PDE.		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSAF	Multiple	Part-time (0.5)	05/16/2022 03:23 PM

Building Name		
Preston Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 14
Age Range Justification		FTE %
This caseload includes students in grades K through 8. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSBB-V	Multiple	Full-time (1.0)	05/16/2022 03:21 PM

Building Name		
Damascus Area Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 14
Age Range Justification		FTE %
This caseload includes students in grades K through 8. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.38

Building Name		
Wayne Highlands MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.23
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSPS	Secondary	Full-time (1.0)	06/01/2022 08:16 AM

Building Name		
Honesdale HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSEW	Secondary	Full-time (1.0)	05/13/2022 03:51 PM

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Honesdale HS		
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	Secondary	15 to 17
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSSS	Secondary	Full-time (1.0)	05/13/2022 03:49 PM

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Honesdale HS		
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	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Honesdale 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSBMB	Secondary	Full-time (1.0)	05/13/2022 03:46 PM

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSMB	Secondary	Full-time (1.0)	05/13/2022 03:37 PM

Building Name		
Honesdale 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	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSLB	Secondary	Full-time (1.0)	05/13/2022 03:36 PM

Building Name		
Honesdale HS		
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	Secondary	16 to 19
Age Range Justification		FTE %
		0.12

Building Name		
Honesdale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSES	Secondary	Full-time (1.0)	05/13/2022 03:34 PM

Building Name
Honesdale HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.24

Building Name		
Honesdale HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Honesdale 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 16
Age Range Justification		FTE %

	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSAB	Secondary	Full-time (1.0)	05/13/2022 03:31 PM

Building Name		
Honesdale HS		
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	Secondary	14 to 19
Age Range Justification		FTE %
Students on this caseload range from grades 9 through 12. However, support is provided to these students in their grade-appropriate general education classrooms. When students are grouped for instruction in the special education classroom, the age range does not exceed 4 years.		0.38

Building Name		
Honesdale 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 16

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSIES	Secondary	Full-time (1.0)	05/13/2022 03:27 PM

Building Name		
Wayne Highlands MS		
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	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Wayne Highlands MS		
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	Secondary	11 to 12
Age Range Justification		FTE %

	0.15
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Building Name		
Wayne Highlands MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSLSS	Secondary	Full-time (1.0)	05/13/2022 03:26 PM

Building Name		
Wayne Highlands MS		
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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSILS	Secondary	Full-time (1.0)	05/13/2022 03:25 PM

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Wayne Highlands MS		
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	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSLS8	Secondary	Full-time (1.0)	05/13/2022 03:23 PM

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSLS7	Secondary	Full-time (1.0)	05/13/2022 03:22 PM

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.36

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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WHMSLS6	Secondary	Full-time (1.0)	05/13/2022 03:20 PM
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Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Wayne Highlands MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DASMSLS	Secondary	Full-time (1.0)	05/13/2022 03:18 PM

Building Name		
Damascus Area Sch		
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	12 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Damascus Area Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DASILS	Elementary	Full-time (1.0)	05/13/2022 03:15 PM

Building Name		
Damascus Area Sch		
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	Elementary	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Damascus Area 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	10 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DASELS	Elementary	Full-time (1.0)	05/13/2022 03:13 PM

Building Name		
Damascus Area Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Damascus Area Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSMSLS	Secondary	Full-time (1.0)	05/13/2022 03:11 PM

Building Name		
Preston Sch		
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	11 to 13
Age Range Justification		FTE %
		0.06

Building Name		
Preston Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSELS	Elementary	Full-time (1.0)	05/13/2022 03:10 PM

Building Name		
Preston Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students on this caseload range from grades Kindergarten through 5. However, support is provided to these students in their grade-appropriate general education classrooms. When students are grouped for instruction in the special education classroom, the age range does not exceed 3 years.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLSS	Elementary	Full-time (1.0)	05/13/2022 03:02 PM

Building Name
Lakeside Elementary School
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESILS	Elementary	Full-time (1.0)	05/13/2022 02:58 PM

Building Name		
Lakeside Elementary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLS5	Elementary	Full-time (1.0)	05/13/2022 02:57 PM

Building Name		
Lakeside Elementary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLS4	Elementary	Full-time (1.0)	05/13/2022 02:55 PM

Building Name		
Lakeside Elementary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LESLS3	Elementary	Full-time (1.0)	05/13/2022 02:54 PM
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Building Name		
Lakeside Elementary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.7

Building Name		
Lakeside Elementary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LESIES	Elementary	Full-time (1.0)	05/13/2022 03:00 PM
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Building Name		
Lakeside Elementary School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.58

Building Name		
Lakeside Elementary School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESES	Elementary	Full-time (1.0)	05/12/2022 04:32 PM

Building Name		
Lakeside Elementary School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.42

Building Name		
Lakeside Elementary School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Lakeside Elementary School		
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	8 to 10
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCLSS	Elementary	Full-time (1.0)	05/12/2022 04:27 PM

Building Name		
Stourbridge Primary Ctr		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCAS	Elementary	Full-time (1.0)	05/12/2022 04:25 PM

Building Name		
Stourbridge Primary Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCLS	Elementary	Full-time (1.0)	05/12/2022 04:24 PM

Building Name		
Stourbridge Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Stourbridge Primary Ctr		
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	6 to 7
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCES	Elementary	Full-time (1.0)	05/12/2022 04:22 PM

Building Name		
Stourbridge Primary Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

Building Name
Stourbridge Primary Ctr

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	Elementary	5 to 5
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Honesdale HS		215
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 2nd 2022_1ce5c549.jpg		

1Assurance Check

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

Building Name		Room #
Honesdale HS		217
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 6 inches	367sqft	13
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 2nd 2022_0a1399fd.jpg		

2 Assurance Check

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

Building Name		Room #
Honesdale HS		313
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 21 feet, 0 inches	441sqft	15
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 3rd 2022.jpg		

3 Assurance Check

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

Building Name		Room #
Honesdale HS		213
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 21 feet, 0 inches	399sqft	14
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 2nd 2022.jpg		

4Assurance Check

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

Building Name		Room #
Honesdale HS		309
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 13 feet, 0 inches	312sqft	11
Implementation Date		
2022-06-01		
Uploaded Files		

Map HHS 3rd 2022.jpg

5 Assurance Check

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

Building Name		Room #
Honesdale HS		220
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 5 inches x 20 feet, 9 inches	402sqft	14
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 2nd 2022.jpg		

6 Assurance Check

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

Building Name		Room #
Honesdale HS		312
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 0 inches x 11 feet, 0 inches	88sqft	3
Implementation Date		
2022-06-01		
Uploaded Files		
Map HHS 3rd 2022.jpg		

7Assurance Check

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

Building Name		Room #
Honesdale HS		314
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 20 feet, 0 inches	580sqft	20
Implementation Date		
2022-06-01		
Uploaded Files		

Map HHS 3rd 2022.jpg

8 Assurance Check

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

Building Name		Room #
Wayne Highlands MS		215
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 23 feet, 10 inches	822sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		
Map WHMS 2nd 2022.pdf		

9 Assurance Check

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

Building Name		Room #
Wayne Highlands MS		102
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-01		
Uploaded Files		
Map WHMS 1st 2022.jpg		

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	

Building Name		Room #
Wayne Highlands MS		103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2022-06-01		
Uploaded Files		

Map WHMS 1st 2022.jpg

11 Assurance Check

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

Building Name		Room #
Lakeside Elementary School		53
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 4 inches x 28 feet, 2 inches	713sqft	25
Implementation Date		
2022-06-01		
Uploaded Files		
Map Lakeside 2022.jpg		

12 Assurance Check

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

Building Name		Room #
Lakeside Elementary School		39
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 7 inches x 29 feet, 10 inches	733sqft	26
Implementation Date		
2022-06-01		
Uploaded Files		
Map Lakeside 2022.jpg		

13Assurance Check

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

Building Name		Room #
Lakeside Elementary School		49
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 3 inches x 26 feet, 6 inches	695sqft	24
Implementation Date		
2022-06-01		
Uploaded Files		

Map Lakeside 2022.jpg

14 Assurance Check

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

Building Name		Room #
Lakeside Elementary School		30
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 7 inches x 29 feet, 10 inches	733sqft	26
Implementation Date		
2022-06-01		
Uploaded Files		
Map Lakeside 2022.jpg		

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	

Building Name		Room #
Damascus Area Sch		64
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-01		
Uploaded Files		
Map Damascus 2022.jpg		

16Assurance Check

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

Building Name		Room #
Damascus Area Sch		42
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-01		
Uploaded Files		

Map Damascus 2022.jpg

17 Assurance Check

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

Building Name		Room #
Damascus Area Sch		36
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-01		
Uploaded Files		
Map Damascus 2022.jpg		

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	

Building Name		Room #
Damascus Area Sch		36A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-01		
Uploaded Files		
Map Damascus 2022.jpg		

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	

Building Name		Room #
Lakeside Elementary School		44
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 26 feet, 3 inches	695sqft	24
Implementation Date		
2022-06-01		
Uploaded Files		

Map Lakeside 2022.jpg

20 Assurance Check

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

Building Name		Room #
Wayne Highlands MS		101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2022-06-01		
Uploaded Files		
Map WHMS 1st 2022.jpg		

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	

Building Name		Room #
Stourbridge Primary Ctr		43
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 6 inches x 13 feet, 6 inches	236sqft	8
Implementation Date		
2022-06-01		
Uploaded Files		
Map SPC 2022(2).pdf		

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	

Building Name		Room #
Wayne Highlands MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2022-06-01		
Uploaded Files		

Map WHMS 1st 2022.jpg

23 Assurance Check

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

Building Name		Room #
Wayne Highlands MS		301
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-01		
Uploaded Files		
Map WHMS 2nd 2022.pdf		

24 Assurance Check

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

Building Name		Room #
Stourbridge Primary Ctr		22
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		
Map SPC 2022.jpg		

25Assurance Check

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

Building Name		Room #
Stourbridge Primary Ctr		20
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2022-06-01		
Uploaded Files		

Map SPC 2022.jpg

26 Assurance Check

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

Building Name		Room #
Stourbridge Primary Ctr		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-06-01		
Uploaded Files		
Map SPC 2022.jpg		

27 Assurance Check

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

Building Name		Room #
Lakeside Elementary School		32
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 3 inches x 26 feet, 6 inches	695sqft	24
Implementation Date		
2022-06-01		
Uploaded Files		
Map Lakeside 2022.jpg		

28Assurance Check

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

Building Name		Room #
Lakeside Elementary School		14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 10 feet, 0 inches	130sqft	4
Implementation Date		
2022-06-01		
Uploaded Files		

Map Lakeside 2022.jpg

29 Assurance Check

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

Building Name		Room #
Stourbridge Primary Ctr		LC
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 13 feet, 0 inches	182sqft	6
Implementation Date		
2022-06-01		
Uploaded Files		
Map SPC 2022(2).pdf		

30 Assurance Check

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

Building Name		Room #
Damascus Area Sch		43
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
Implementation Date		
2022-06-01		
Uploaded Files		
Map Damascus 2022.jpg		

31 Assurance Check

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

Building Name		Room #
Preston Sch		22
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 9 inches	772sqft	27
Implementation Date		
2022-06-01		
Uploaded Files		

Map Preston 2022.jpg

32 Assurance Check

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

Building Name		Room #
Lakeside Elementary School		59
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 28 feet, 10 inches	843sqft	30
Implementation Date		
2022-06-01		
Uploaded Files		
Map Lakeside 2022.jpg		

33 Assurance Check

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

Building Name		Room #
Wayne Highlands MS		115
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		
Map WHMS 1st 2022.jpg		

34 Assurance Check

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

Building Name		Room #
Stourbridge Primary Ctr		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-01		
Uploaded Files		

Map SPC 2022.jpg

35 Assurance Check

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

Building Name		Room #
Preston Sch		11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-01		
Uploaded Files		
Map Preston 2022.jpg		

36 Assurance Check

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

Building Name		Room #
Preston Sch		30&31
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 27 feet, 0 inches	823sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		
Map Preston 2022.jpg		

37Assurance Check

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

Building Name		Room #
Honesdale HS		PS
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-01		
Uploaded Files		

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38 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	

Special Education Support Services

39Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Other	1.0	District Wide	District
Paraprofessionals	17	Secondary	District
Paraprofessionals	13.5	Elementary	District
School Psychologist	1.0	District Wide	District
School Psychologist	0.5	District Wide	Contractor
Physical Therapist	0.33	District Wide	District
Occupational Therapist	2.0	District Wide	District
Social Worker	2.0	District Wide	District
Guidance Counselor	3	Elementary	District
Guidance Counselor	5	Secondary	District
Other	4	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Advanced Verbal Behavior Training			
Lead Person/Position		Year of Training	
Erika Cavanaugh, Asst. Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District PaTTAN	Paraprofessionals

Description of Training			
Students with Sensory Integration Needs			
Lead Person/Position		Year of Training	
Erika Cavanaugh, Asst. Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Classroom team and larger group trainings, observations, consultation with BCBA to improve assessment and support of student behaviors			
Lead Person/Position		Year of Training	
Amanda Kerna/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Special Education Teachers

Paraprofessional

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Amanda Kerna, Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Transition

Description of Training			
Conducting and reporting transition assessments, Update to transition activities and services, Community agency providers			
Lead Person/Position		Year of Training	
Erika Cavanaugh/ Asst. Director of Special Education/Transition Coordinator		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Parents Special Education Teachers Other

Science of Literacy

Description of Training			
Structured Literacy Interventions: Teaching Students with Reading Difficulties: Grade K-6			
Lead Person/Position		Year of Training	
Amanda Kerna /Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

1.5	10	District PaTTAN	Special Education Teachers
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Parent Training

Description of Training			
Children with Sensory Integration Needs			
Lead Person/Position		Year of Training	
Erika Cavanaugh/ Asst. Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
IEP Process: Updates and Reminders			
Lead Person/Position		Year of Training	
Amanda Kerna /Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

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- 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

