Pocono Mountain SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

135 Pocono Mountain Road
PO Box 200
Swiftwater, PA 18370
(570)839-7121
Superintendent: Elizabeth Robison
Director of Special Education: Dr. Mary Beth Gustafson

Planning Committee

Name	Role
Amy Altemose	Student Curriculum Director/Specialist : Special Education
Anthony Arnold	Administrator : Professional Education Special Education
Thomas Barbush	Administrator : Special Education
Sarah Brandt	Ed Specialist - School Psychologist : Special Education
Beth Delay	Student Services Director/Specialist : Special Education
Dr. Kathleen Fanelli	Administrator : Special Education
Jackie Finno-Ludka	Middle School Teacher - Special Education : Special Education
Dr. Mary Beth Gustafson	Assistant Superintendent for Special Education : Special Education
Wendy Hammerstone	Ed Specialist - Other : Special Education
Daniel Higgins	Administrator : Special Education
Marsha Kloss	Administrator : Special Education
Mrs. and Mrs. W. Thompson	Parent : Special Education
Mrs. Wanda Leon-Vega	Parent: Special Education
Michael Loverdi	High School Teacher - Regular Education : Special Education
Cassandra Nazario	Administrator : Special Education
Kyleen Newlander-Jones	High School Teacher - Regular Education : Special Education
Jonathan Reifer	Administrator : Special Education
Dr. Elizabeth Robison	Superintendent : Professional Education Special Education

Carole Lynne Star	Administrator : Special Education
Michele Taylor	Ed Specialist - Other : Special Education
Stephen Warner	High School Teacher - Special Education : Special Education
Bruce Yerk	Ed Specialist - Other : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 2020

Identification Method

Referral Process:
The Child Study Teams (CST) in the Pocono Mountain School District serves as the function of the screening process for students who are not achieving success academically, behaviorally, socially or emotionally. Members of the CST are the building guidance counselors, school psychologist, building administrator, related service providers, and Supervisor of Special Education. If medical concerns are presented, the school nurse will participated on the CST.

The sources of data for review which documents lack of academic success may include, but are not limited to; Multi-tiered Systems of Support (MTSS) data (if appropriate), classroom observations, outcomes of implemented interventions, results of the benchmark assessments, including the student's performance on district-wide assessments or statewide tests of achievement, and norm-referenced tests of academic achievement. Review of current academic progress, review of records (discipline, medical/health, and attendance), parent/guardian input, teacher input, and guidance counselor's input regarding family functioning are also reviewed through the CST process.

The CST assesses current skill levels, coordinates regular education supports and interventions, and facilitates home/school communication. A wide range of support services are available that include, but are not limited to, small study groups, test prep, skill review, one-on-one skill remediation, coordination of peer or adult tutors, organizational assistance, work completion, supervised computer-based learning, tiered reading and math research based programs, and home/school communication. In addition, the CST may initiate or monitor individual positive behavior support plans for students with emerging behavioral or attendance concerns.

Upon review of the student's progress presented to the CST, recommendations may be made to implement additional and/or alternative interventions in the general education setting, during which time the student's progress continues to be monitored in order to determine the effectiveness of the interventions. However, if the CST determines the student is not responding to the interventions to meet his/her academic goals, and recognizes the possible need for additional assistance, the CST may determine that a multidisciplinary evaluation is warranted.

Evaluation/Identification Process:
The Specific Learning Disability (SLD) identification for the Discrepancy Model is "...a process that examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a

severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade." (§14.125[a][2][ii])". The analysis of strengths and weaknesses will identify whether the student has a severe discrepancy between intellectual ability and achievement or whether the student has a severe discrepancy relative to age or grade. Severe discrepancy may or may not be the same based on the pattern of processing that a student demonstrates, but rather the determination is based on a process which examines whether the student exhibits a pattern of strengths and weaknesses relative to his/her cognitive abilities, but not exclusively "overall level of intellectual functioning" and which examines the existence of specific cognitive and academic strengths and weaknesses and those processes underlying learning and/or performance.

For SLD determination, the CST in the Pocono Mountain School District determines the student is not achieving adequately for his/her age and/or is not meeting the Pennsylvania approved grade level standards in one or more of the eight areas of functioning. State and federal regulations do not establish what constitutes a severe discrepancy between IQ and achievement. Therefore, the CST examines all data. The existence of an ability-achievement discrepancy is not sufficient to determine eligibility as SLD. To be identified as SLD, a student must not only demonstrate the discrepancy between IQ and achievement as measured through standardized norm referenced tests, but also must be achieving significantly below grade level. The District uses multiple criteria which contributes to the decision making process.

Formal assessment of the student's intellectual ability (including nonverbal reasoning if speech and language issues exist) and academic achievement (through standardized and curriculum-based assessments/ measurements) are conducted as a preliminary measure of current academic functioning. Additional assessments, as needed, may include assessments of executive function, short-term/working memory, early phonetic skills, adaptive skills, language/vocabulary skill development, and/or visual-perceptual skills. In addition, emotional, social and behavioral rating scales may be utilized to better understand areas of difficulty or skill deficits that may be impacting educational performance. The results of the formal assessments along with parent and teacher input, classroom observations, and a review of educational records and progress, and response to interventions are incorporated, as applicable, into a written Evaluation or Reevaluation Report in order for the multidisciplinary team to determine eligibility for special education services, under the classification of a Specific Learning Disability and/or another Chapter 14/IDEA 2004 eligibility category.

In summary, IQ-achievement is one key component. Classroom performance, curriculum based measures, parent input, teacher input, report card grades, standardized measures such as DIBELS, PSSAs, classroom functioning, response to instructional intervention, and levels of motivation are other key factors in the determination of who qualifies for specially designed instruction as a student with a Specific Learning Disability. The identification process for a Specific Learning Disability includes exclusionary factors of vision, hearing, motor problems, emotional disturbance, cultural, environmental, intellectually disability, economic disadvantages, and limited English proficiency.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

Upon review of the 2014-15 Penn Data Report the following disproportionalities were identified:

Overall percent of special education enrollment
District vs. State - 21.3% for Pocono Mountain School District vs.15.6% for the State.

Rationale:

The LEA's overall percentage of students with disabilities is disproportionately higher than the state percentage of students with disabilities. This percentage began to increase in 2007-08 school year as the LEA began to experience a significant number of transfer students with disabilities both in and out of state. In addition, the mobility rate for students with disabilities in the LEA is approximately 68%.

Noteworthy, at this same time the LEA began to experience a decrease in the total enrollment of students. While the LEA monitors student transfers and withdrawals closely and adheres to a strict transfer student process, the enrollment pattern (more students with disabilities transferring in at a greater rate than their non-disabled peers and more students without disabilities withdrawing at a greater rate than their peers with disabilities) has been the trend since 2007. This enrollment trend has increased the percentage of students with disabilities in the LEA from 15% in the 2007-08 school year to 22% in the 2014-15 school year.

Furthermore, the highest overall student enrollment reached close to 12,000 at its peak in 2007, while the special education enrollment has consistently remained an average of 2,000 students. Presently, the LEA's overall enrollment is 9,300. The enrollment for students with disabilities is 2,020.

While the LEA cannot control the enrollment trends, the LEA continues to review and monitor the Specific Learning Disability category which was disproportionate to the state percentage. Noteworthy, 75% of the students with disabilities transferring into the LEA are identified with a Specific Learning Disability. All other categories of disability continue to be lower than the state average except for Other Health Impairment which is due to an increase in students with ADHD and behavioral health issues.

Specific Learning Disability - 49.7% for Pocono Mountain School District vs. 43.3% for the State

Rationale:

1. High number of students already identified as SLD transferring into the District.

2. Students moving onto to a secondary level where the response to instructional intervention process is not as well established as it is in the elementary settings resulting in increased number of PTE's being issued for evaluations. Seventy percent of the students with disabilities are at the secondary level.

3. Students reenrolling into the District after attending a Cyber/Charter School having been dismissed from special education, but continue to present with a Specific Learning Disability as a result of a reevaluation.

4. Students are transferring into the District with a Speech/Language Impairment from other states or Communication Impairment (New York). However, when reviewing the transfer IEP, the student was receiving support in all content areas. The results of a reevaluation upon enrollment indicate the student actually has a primary eligibility category of Specific Learning Disability per the State of Pennsylvania regulations.

To address the higher percentage of students identified with a Specific Learning Disability; the LEA will use the data to make informed program decisions by:

1. Implementing MTSS at the junior level where many of the students are being identified. This will include additional resources as interventions prior to the evaluation.

2. Re-evaluating all transfer students who are identified with a Speech/Language Impairment but need additional services to determine accurate eligibility classification. Noteworthy: a large percentage of students from New York transfer into the LEA appear to be inaccurately identified with a Speech/Language Impairment. Hence, the LEA will conduct a re-evaluation.

3. Addressing the significant number of students identified in the intermediate grades with a learning disability in math by providing additional math support and services at a Tier II level in the elementary grades as a means of intervention and prevention.

Non-Resident Students Oversight

Not applicable.

Incarcerated Students Oversight

The Pocono Mountain School District and the Monroe County Correctional Facility in cooperation and collaboration with the Stroudsburg Area School District have on-going communication to ensure that all incarcerated students who may be eligible for special education supports and services are located, identified, and evaluated, and when deemed eligible, offered FAPE. Designated personnel employed by the Stroudsburg Area School District (host district), notifies Pocono Mountain School District staff of any incarcerated Pocono Mountain School District students.

The Pocono Mountain School District monitors the enrollment and placement of students through

the District's Child Accounting Data System in ESchool. The contact person from the Pocono Mountain School District with whom the Stroudsburg Area School District personnel communicates with related to the education of incarcerated youth at the Monroe County Correctional Facility is Mr. Jonathan Reifer, Supervisor of Special Education.

Least Restrictive Environment

Every student in the Pocono Mountain School District is provided a continuum of services and an educational program that promotes independence to successfully transition to post-secondary education or training, employment, and community living. In order to achieve this goal, the students are instructed in a program that has its roots within the general education curriculum with supplementary aids and services that meets the student's individual needs.

The Pocono Mountain School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general education curriculum with supplementary aides and services.

The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below:

1. General education

2. General education with supplementary aids and services in the general education classroom

3. General education with supplementary aids and services utilizing the service delivery model of co-teaching

4. Access to the general education curriculum with supplementary aids and services in the special education classroom

5. Alternative Educational Program/School

A student with a disability who is in need of specially designed instruction (SDI) in the Pocono Mountain School District is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP) Team. All IEP's are reviewed and/or revised at least once a year. All student programs are reevaluated every three years per state mandates. Those students with an Intellectual Disability are reevaluated every two years.

The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include,

but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, behavioral support plans, paraprofessionals, mental health services, and assistive technology and devices.

Exceptional students in the Pocono Mountain School District are provided special education services and opportunities to be instructed or participate in the general education classroom and curriculum through the service delivery model of co-teaching as well as inclusion. Students are also provided special education services in small group settings. All students are assigned a case manager who monitors the student's progress and provides support services in all settings.

The District as implemented the programs below to address the academic, social, emotional and behavioral health needs of students in an effort to ensure maximum integration with non-disabled peers:

1. *Project One-to-Won* - addresses the behavioral/mental health needs of students using various research based practices.

2. School-Wide Positive Behavior Support (SWPBS) - addresses decreasing inappropriate behaviors and increasing appropriate behaviors through extensive training, data collection, and progress monitoring.

3. Access to the general education curriculum - all students have access to the general education curriculum for all content areas with supplementary aides and services. A small percentage of students receive a research-based program, such as Wilson Reading when progress monitoring results indicate that the student is having difficulty maintaining success in the general education curriculum even when provided supplementary aids and services.

4. Check In/Check Out Program - a research-based intervention program to assist students in achieving school success by developing a positive and trusting relationship with an adult through daily contact with the student.

5. Check and Connect - Secondary based intervention program

6. Second Step Program - fosters the social and emotional development, safety, and well-being of children through education and advocacy.

7. Practices - emphasizes repairing the harm caused by crime. When victims, offenders and community members meet to decide how to do that, the results can be transformational.

8. Project RENEW: Rehabilitation for Empowerment, Natural Supports, Education and Work. Project RENEW is an individualized, Tier III evidenced-based practice using a person-centered approach to support youth with emotional and behavioral needs.

9. Project Max - Project MAX focuses on building capacity of LEA's and Intermediate Units to provide students with complex instructional needs access to learning grade level academic standards, including the Pennsylvania Core Standards.

The District utilizes site-based training, consultation and technical assistance opportunities available through PDE, Colonial Intermediate Unit 20, Pennsylvania Training and Technical Network (PaTTAN), or other public or private agencies via video conferencing, teleconferencing, and attendance at training at specific sites (Harrisburg, King of Prussia or IU 20). Specifically, consultants provide on-site support to the District via various meetings and have assisted in the District in developing and implementing LRE Improvement Plans, Indicator 13 - Transition Services, a School-Based Behavioral Health program, and School-Wide Positive Behavior Support. Most recently, the District staff participated in training and workshops in partnership with PaTTAN titled Enhancing Parental Engagement and Enhancing Classroom Management.

The SPP Targets and the District's percentages for Indicator 5 has increased from 41.8% of students with disabilities receiving special education services in the general education classroom for 80% of the school day to 54% of student with disabilities receiving for special education services in the general education classroom for 80% of the school day since 2007 to the present. This increase is largely due to the increase in the service delivery model of co-teaching especially at the secondary level.

Co-teaching Modules were developed and teachers were provided professional development opportunities in the five essential components of co-teaching; system of beliefs, prerequisite skills, collaboration, classroom practice and administrative roles and perspectives. In addition, the District conducted professional development activities related to differentiated instruction, universal design for learning, and the use of assistive technology through a LRE improvement plan implemented in the 2007-08 school year.

Informal and formal observations were conducted by supervisors and building administrators to assess the effectiveness of the co-teaching partnerships. The District also implemented several research based programs such as Wilson Reading, School-Wide Positive Behavior Support (SWPBS) and a Bullying Prevention Program. The District will continue to focus on increasing the percentage students with disabilities receiving supports and services in the least restrictive environment.

The number of students placed out of the District has decreased significantly since 2008 from an average of 220 students with disabilities placed out of District per year to an average of 90 students with disabilities placed out of the District per year. Students with disabilities are placed out of the District primarily due to drugs, weapons, or serious bodily injury or when behaviors are so severe and needs are so significant that the supports and services cannot be provided in the traditional educational setting. Prior to a student being placed out of the District, the Child Study Team/or IEP team will determine if the student's needs can be met in the District operated Alternative Education for Disruptive Youth (AEDY) program called the Pocono Mountain Academy provided the student meets the PDE referral requirements for an AEDY program.

The District has decreased students placed out of the District through the implementation of the Pocono Mountain Learning Academy (cyber program). In addition, to ensure that LRE requirements are met, the District has also implemented *Project One-to-Won* to address the School-Based Behavioral Health needs of students within the District verses placing students out of the District to

receive behavioral/mental health supports and services. More information about *Project One to Won* is in the next section on Behavior Support Services.

Behavior Support Services

Positive rather than negative measures form the basis of behavior support programs in the Pocono Mountain School District to ensure that all students and eligible young children are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Positive Behavioral Interventions and Supports (PBIS) programs include research-based practices and techniques to teach, develop, and maintain skills that enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child are the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accordance with State mandates and District policy.

PA Positive Behavioral Support (PBS) Plan is developed by the IEP team for those students with disabilities and eligible young children who require specific interventions to address behavior that impedes learning or the learning of others. A PBS plan is based on the results and recommendations of a Functional Behavioral Assessment (FBA) and is part of the individual eligible young child's or student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. The Board of School Directors of the Pocono Mountain School District directs the District to comply with provisions of the IDEA and State and federal regulations when disciplining students with disabilities for violations of District policy and school rules and regulations.

Currently, School-Wide Positive Behavior Support (SWPBS) is implemented in all 4 elementary centers. Two of the 4 elementary centers have been identified by PDE as model schools for SWPBS due to their outstanding implementation of SWPBS with fidelity. These schools have been recognized at state conferences and proudly display their recognition banners in their schools. In addition, selected staff members from various schools have been presenters at various PDE conferences over the past several years on the topic of SWPBS. They present their successes, share ideas, review data, and provide recommendations to participants on the implementation of SWPBS. In addition to presenting, the schools have participated in various poster sessions, which identified their process for SWPBS and the positive outcomes resulting from the implementation of SWPBS.

During the planning process and through the implementation process, the District received training from the staff at Colonial Intermediate Unit 20 (IU 20) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) either on an individual basis or as a SWPBS team. PaTTAN and IU 20 staff continues to support and monitor the implementation of SWPBS. In addition, the

District has a District level SWPBS team where one person from PaTTAN and one person from IU 20 are members of this team. The District level SWPBS team meets on a quarterly basis to share ideas, review data, and monitor the progress of the implementation of SWPBS District-wide.

For the 2015-16 school year, SWPBS was implemented in the Pocono Mountain West High School (WHS). Through the implementation of the PBIS framework, the WHS has transformed the school's climate and culture into one of respect, collaboration, and positive school outcomes. These positive outcomes include a decrease in overall discipline referrals, increase in school attendance, and increase in academic performance. The two Junior High Schools as well as the other High School in the District are in the planning phases of PBIS with the intention for implementation in the 2016-17 school year.

School-Based Behavioral Health Services

In September 2006, PDE developed state performance grants available to Districts to build a model School-Based Behavioral Health (SBBH) program. The Pocono Mountain School District was one of 10 Districts out of 69 who received this funding opportunity.

Utilizing the grant, the District created a SBBH program in February 2007 titled *Project One-to-Won* in partnership with Youth Advocate Program (YAP). The goal of this program was to provide behavioral health services within the District in a clinic type setting for students Kindergarten through 12th grade. Eighteen students and families were chosen by a team of professionals as a pilot group based on the individual mental health needs of students and families. In addition to SBBH services, components of the program included individual and group counseling, truancy elimination plans, family counseling, and the implementation of various research-based practices/programs. In subsequent years, up to and including this school year (2015-16), *Project One-to-Won* continued to flourish and is currently a state recognized model program. The District was awarded the grant every year through 2012 for the purpose of growth and expansion of the program. To date, *Project One-to-Won* has provided behavioral health supports and services to over 800 students since its implementation in 2007.

The goals of *Project One-to-Won* are to address the mental/behavioral health needs of students in an effort to increase attendance rates, academic achievement, state proficiency rates, inclusion in the LRE, graduation rates, and community involvement. Students, families, schools, and society at large all benefit when schools meet the needs of the whole child by fostering social-emotional skills and identifying and preventing mental health problems early. Through the years, *Project One-to-Won,* has been guided and supported by the staff from PaTTAN.

In addition to the benefits to the students in improving behavioral health, staff from *Project One-to-Won* has identified the cost benefit and return on investment with the guidance, support, and assistance of staff from PaTTAN. Providing supports and services within the District verses contracting services or placing students in alternative educational settings has saved the District

over 2 million dollars over several years. District staff, as well as staff from *Project One-to-Won,* has presented their data and success stories at local, state, and international conferences.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

The Pocono Mountain School District utilizes a team approach in order to determine appropriate educational placements and services for the "hard to place" students with disabilities. The IEP team collaborates with Monroe County Mental Health and Developmental Services (MH/DS), Provider 50 agencies throughout the area, Community Care Behavioral Health Services, and Monroe County Children and Youth.

If a student is not involved with the MH/DS, the Pocono Mountain School District will initiate contact with this agency after parental consent has been secured. A MH/DS coordinator meets with the school-based team at the student's home school to discuss services. When a student is already involved within the MH/DS system, an interagency meeting is initiated by the Pocono Mountain School District and the student's case manager from the county to determine and discuss other placement options or services. If a student requires mental health services, the District will also initiate an interagency meeting through IU 20's Mental Health CASSP Coordinator.

The District will also contact IU 20 to assist in locating options for "hard to place" students. The student's educational record and referral information is reviewed by the staff. A meeting is held with the District staff and IEP team members to discuss recommendations. If the staff is still unable to locate an educational placement, the Supervisor of Special Education will complete the Intensive Interagency Report Form, reporting the student as a "Cordero Case."

The District participates in interagency meetings and twenty-day and forty-day review meetings for students in partial hospitalization programs. The Pocono Mountain School District will also participate in CASSP meetings for students with additional extensive behavioral and mental health needs.

The District consults with the Regional Interagency Coordinator (RIC) from the IU 20 for assistance in locating educational placements and services for "hard to place" students with disabilities. If the student requires intensive interagency coordination to access an appropriate educational placement, a meeting will be scheduled with the local interagency team. The Pocono Mountain School District also reports students with disabilities to PDE who are placed on Instruction in the Home or who receive Homebound Instruction so the department can determine if these students require intensive interagency coordination.

Supervisors of Special Education within the Pocono Mountain School District attend any

training/conferences/workshops provided by the IU 20, PaTTAN, or PDE related to intensive interagency coordination (Cordero Cases). These professional development opportunities are attended at a minimum of once per school year and as necessary to stay current and up-to-date with additional available resources and/or services. The supervisors will in turn train the necessary staff to assist in the process of placing "hard to place" students.

Strengths and Highlights

General Information

Pocono Mountain School District is committed to setting high standards for all students with disabilities in the District receiving special education services. Special education supports and services in the District include a full continuum of services and are in compliance with federal and state laws. Pocono Mountain School District also utilizes resources outside the District including the Colonial Intermediate Unit 20, local approved private schools and other state licensed educational programs.

Programs are available in the Pocono Mountain School District for students with the following disabilities: Learning Disabled, Autism, Deafness/Hearing Impairment, Emotional Disturbance, Intellectually Disabled, Multiply Disabled, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness. Related services are available to assist a student with a disability that necessitates: Specialized Transportation, Adaptive Physical Education, Speech/Language Support, Occupational Therapy, Physical Therapy, Orientation/Mobility Therapy, and Psychological Services. Students with an identifiable disability which limits or prohibits participation in or access to any aspect of the school program can be provided with modifications and adaptations through a Chapter 15 Service Plan. Students with significant behavioral/mental health needs are provided supports and services through the School-Based Behavioral Health program titled *Project One-to-Won.*

Staff and administration are provided with professional development opportunities, such as but not limited to research based practices, new occurrences in IDEA and special education laws and regulations, School-Wide Positive Behavior Support (SWPBS), School-Based Behavioral Health (SBBH), Functional Behavioral Assessment (FBA), manifestation determinations, co-teaching, inclusionary practices, progress monitoring, Non-Violent Physical Crisis Intervention (CPI), Transition Services, access to the general education curriculum, Standards-Based IEP Writing, Common Core Standards, Keystone Exams, Teacher Effectiveness, Restorative Practices, Project RENEW, Project Max and Multi-tiered System of Supports (MTSS). Staff attends numerous professional development opportunities outside of the school District through state and local conferences. Additional professional development opportunities are provided within the District by District staff and/or outside consultants through PaTTAN and/or the IU 20 after school or on contracted inservices/Act 80 days.

Various training/workshops are available to parents at the District's annual *Rising Above Obstacles* event or as needed per student in individual buildings. Training have been offered in the following areas: School-Based Behavioral Health, Bullying Prevention, Tourette Syndrome, Wilson Reading, Kurzweil 3000, Dyslexia, School-Wide Positive Behavioral Support, Laws and Regulations under IDEA/Section 504, and Co-Teaching.

Many members of the staff stay current with Special Education mandates and initiatives through membership in various organizations such as *Council for Exceptional Children, American Speech and Hearing Association, Association for Supervision and Curriculum Development, National Association of School Psychologists, American Association for School Administrators, and the Learning Disability Association.*

Specific Strengths and Highlights

Policy, Programs and Service Delivery

1. Implemented **School-Wide Positive Behavior Support (SWPBS)** programs at the secondary level.

2. Expanded SWPBS to include the **Bullying Prevention Program and Adopt a Bus.**

3. Continued the service delivery model of **Co-Teaching** in all schools and all levels.

4. Revised the **Section 504 Policy, Independent Educational Evaluations Policy, Homebound Education Policy, Alternative Education Policy, Discipline for Students with Disabilities Policy, and Visitor's Policy.**

5. Hired a **Behavioral Specialist Consultant (BSC**) to assist staff in working with students with behavioral/mental health needs and provide counseling services to these students.

6. Expanded the **Little League Challenger Division** in collaboration with *Big Pocono Little League* for students with disabilities. The Challenger Division is a program for intellectually and physically disabled youth to enjoy the full benefits of Little League participation in an athletic environment structured to their individual abilities. This program was expanded to include basketball, soccer, and cheerleading.

7. Implemented **Boundary Training** for students in Life Skill Support classes through Advocacy Alliance.

8. Expanded **School to Work Program -** for High School students with intellectual disabilities who are provided community based instruction in collaboration with local businesses with the goal of securing future employment. In addition, collaboration with various community agencies to provide supports and services such as Office of Vocational Rehabilitation, Goodwill, and Children and Youth.

9. Implemented **Project RENEW**: Rehabilitation for Empowerment, Natural Supports, Education and Work which is an individualized Tier III evidenced-based practice using a person-centered approach to support youth with emotional and behavioral needs.

10. Implemented **Project MAX,** an evidenced-based professional development effort funded by an OSEP State Professional Development grant.

11. Implemented the **Adolescent Depression Awareness Program** in partnership with the Weller Health Education Center.

12. Implemented the **John Halligan - Bullying/Cyber Bullying/Suicide Awareness Program** in grade 7 including the parent/guardian component.

13. Implemented additional **Drug and Alcohol Awareness Programs** in collaboration with the Weller Health Education Center (Cyber Safety, Heroin - How did I get Here?, and the Science Behind Addiction).

Communication

1. Expanded the annual **Rising Above Obstacles/Abilities Awareness Week** as a week devoted to providing resources, training, and support to anyone in the school community interested in children with special needs with a culminating evening event at the end of the week.

2. Developed a **Share Point Site** for staff with information, forms, resources, procedures, and policies.

3. Participated in **Parent Link** for notification to parents of important events, announcements, and incidents.

4. Developed a **Post-Secondary Planning Guidefor Students with Disabilities** pursuing post-secondary education or the workforce.

5. Developed and implemented **Guidelines for Providing Section 504/Chapter 15 Services** to identified students for the purpose of consistency across all schools in the Pocono Mountain School District.

6. Expanded **IEP Plus** through the Pentamation System. IEP Plus is a web-based tool used to complete special education documents and store special education data. It assists professional and support staff in collecting and documenting special education services.

7. Continued **District Level SWPBS Team.**

8. Improved **PMSD Website** to include additional information and resources related to special education.

Curriculum and Instruction

1. Implemented **Prentice Hall/Pearson Reading Curriculum** to give students access to the general education curriculum with supplementary supports and services.

2. Developed a **PSSA Improvement Plan and LRE Improvement Plans** to increase the achievement levels of special needs students in the least restrictive environment.

3. Certified nineteen teachers in **Level I and Level II Wilson Reading**. One teacher has fulfilled the requirements to be a **Certified Wilson Reading Trainer**.

4. Implemented the use of **Fundations (Wilson Reading for K-3)** for all special education students in grades kindergarten through two.

5. Implemented and trained teachers in **Just Words,** a component of the Wilson Reading Program. Just Words provides a curriculum for the study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4-12 and adults who do not require intensive intervention, but do require explicit decoding and spelling instruction due to word-level deficits.

6. Implemented **Kurzweil 3000** as a means of assistive technology at the secondary level.

7. Developed an **Alternative Curriculum Guide**to provide Life Skills Support students in grades K-12 with meaningful, authentic experience in functional academics and vocational skills.

8. Continued training staff on the **Common Core Standards and the Keystone Exams.**

9. Implemented the use of **AIMSweb -** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine a student's response to intervention.

10. Implemented the **Unique Learning Systems** for students in Life Skills Support Programs.

11. Implemented **StudyDog's Individualized Reading Program,** a research-based on-line reading program that addresses diverse students with specific needs, which aligns with state standards.

12. Provided instruction in co-taught classes by **Highly Qualified** teachers.

13. Provided **case managers** who follow students through the secondary level to ensure consistency of programming and continuity across the grade levels.

14. Provided **interventions** for remediation, tutoring, reading and math enhancement, etc. for struggling students.

15. **Integrated low incidence students** within the whole school community and supported by various student groups such as the Leo Club, Student Council, Peer Support, and Psychology Club.

16. Participated in the **Early Childhood Partnership** in the Pennsylvania Department of Education's Office of Child Development and Early Learning 2016 Prenatal to Grade 3 (P-3) Governor's Institute: P-3 Collaboration - Working Together for Student Success. The purpose

of Pennsylvania's P-3 Governor's Institute is to help school districts, early learning providers, and community organizations throughout the commonwealth make the vital connections and collaborations necessary for student success from birth through grade 3. This will occur at Swiftwater Elementary Center beginning for the 2016-2017 School Year.

Professional Development

1. Continued **webinars** through PaTTAN to assist paraprofessionals in acquiring 20 hours of professional development activities.

2. Participated in all 10 Video Conferences for the **Credentials of Competency** for Paraeducators to assist them in acquiring this certificate and completing in 20 hours of professional development activities.

3. Developed a team of staff who became trained in **Standards-Based IEP** writing as a train the trainers' model.

4. Developed and trained teachers in the **Co-Teaching Modules** in 6 areas (Beliefs Systems, Planning/Preparation, Strategies/Intervention, Positive Support, Social Skills, and Motivation).

5. Trained teachers in the utilization of the **SaS Toolkit** as a train the trainers' model.

6. Continued training teachers in the **Common Core Standards and Keystone Exams**

7. Trained teachers in **Indicator 13 - Transition Services**

8. Certified 8 staff members as trainers in the **Non-Violent Physical Crisis Intervention (CPI)** program who in turn provided on-going CPI training to all staff.

9. Finalized the training/certification process to ensure that all **Student Assistance Program (SAP)** team members have received SAP training and certification.

10. Begun training all staff in **Restorative Practices** through the Train the Trainer model of 3 PMSD staff members.

Professional development and/or training for staff, faculty and parents is conducted in a variety of ways including but not limited to the following:

- Face to face during inservices or Act 80 days

- Face to face during department and/or faculty meetings

- Webinars

- Podcasts

- Teleconferences

- Videos

- Live Streaming

- Local and State Conferences

- Parent/Guardian Meetings

- Workshops

Note: Parents/guardians and the school community are invited to most of the professional development activities offered to staff as well at activities and events held for students.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Colonial Academy	Neighboring School Districts	Full-Time Emotional Support, Learning Support, Autistic Support, Life Skills Support, AEDY, and Site-Based Partial Hospitalization	48
The Scranton State School for the Deaf (Part of Western PA School for the Deaf)	Approved Private Schools	Full-Time Deaf and Hard of Hearing Support	2
Kidspeace	Other	Intensive Residential Treatment, Therapeutic Residential Treatment, Acute Partial Hospitalization	1
Lehigh Learning Academy	Other	Emotional Support, Alternative Education	10
New Story	Other	Autistic Support, Emotional Support	1

Special Education Program Profile

Program Position #1

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* ClassandPosition
> >
> > *Implementation Date:* January 25, 2016
> >
> > *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	5 to 8	5	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
			programs are operated				
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	0.9

Program Position #2
       Operator: School District
       PROGRAM DETAILS
          Type:
          Implementation Date:
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	5	0.1
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	18	0.9

Program Position #3
       Operator: School District
       PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: January 25, 2016
          Reason for the proposed change: Reconfiguration and consolidation of schools.
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.1
Tobyhannna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	18	0.9

Program Position #4
       Operator: School District
       PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.1
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	18	0.9

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.2
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	16	0.8

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	15	0.3
Tobyhanna	An	A building in	Supplemental	Learning	11 to	14	0.7

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	13		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	0.2
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	16	0.8

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.25
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	37	0.75

Program Position #9

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: The Speech and Language Teacher services students from grades K-6. She groups students according to age/grade. This is based on Chapter 14 regulations. Example 5 students with similar delays- age 5 to 6 years old.							

Program Position #10

        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	0.2
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	16	0.8

Program Position #11

        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: January 25, 2016
            Reason for the proposed change: Reconfiguration and consolidation of schools.
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.2
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	16	0.8

		are operated					

Program Position #12

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	65	1

Program Position #13

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	65	1

Program Position #14

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.1

Program Position #15

Operator: School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.1

Program Position #16
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.1

Program Position #17
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	18	0.9
Clear Run	An	A building in	Itinerant	Learning	9 to 11	5	0.1

| Intermediate School | Elementary School Building | which General Education programs are operated | | Support | | | |

Program Position #18

 Operator: School District
 PROGRAM DETAILS
  Type: ClassandPosition
  Implementation Date: January 25, 2016
  Reason for the proposed change: Reconfiguration and consolidation of schools.
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.1

Program Position #19

 Operator: School District
 PROGRAM DETAILS
  Type: ClassandPosition
  Implementation Date: January 25, 2016
  Reason for the proposed change: Reconfiguration and consolidation of schools.
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	0.8
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	10	0.2

Program Position #20

 Operator: School District
 PROGRAM DETAILS
  Type: ClassandPosition

Implementation Date: January 25, 2016
Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	5	0.1

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	12	0.25
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	0.75

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	18	0.9

Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.1

Program Position #23
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.1

Program Position #24
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.1
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	18	0.9

Program Position #25
  Operator: School District
  PROGRAM DETAILS
    Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	18	0.9
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	5	0.1

Program Position #26

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	18	0.9
Clear Run Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Emotional Support	10 to 12	5	0.1

Program Position #27

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	65	1

Program Position #28

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	65	1

Program Position #29

      Operator: School District

      PROGRAM DETAILS

          Type: ClassandPosition

          Implementation Date: January 25, 2016

          Reason for the proposed change: Reconfiguration and consolidation of schools.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 13	65	1

Program Position #30

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	5	0.1
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	0.9

Program Position #31

      Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	5	0.1
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	18	0.9

Program Position #32

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	12	0.25
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.75

Program Position #33

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.1

| Swiftwater Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 10 | 18 | 0.9 |

Program Position #34
       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.1
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	18	0.9

Program Position #35
       Operator: School District
       PROGRAM DETAILS
           Type: ClassandPosition
           Implementation Date: January 25, 2016
           Reason for the proposed change: Reconfiguration and consolidation of schools.
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.1
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	18	0.9

Program Position #36
       Operator: School District
       PROGRAM DETAILS
           Type: ClassandPosition
           Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	5	0.1
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	18	0.9

Program Position #37

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* ClassandPosition
> >
> > *Implementation Date:* January 25, 2016
> >
> > *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	65	1

Program Position #38

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* ClassandPosition
> >
> > *Implementation Date:* January 25, 2016
> >
> > *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	65	1

Program Position #39

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* ClassandPosition
> >
> > *Implementation Date:* January 25, 2016
> >
> > *Reason for the proposed change:* Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	10	0.2
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	16	0.8

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	18	0.9

Program Position #42

  Operator: School District
  PROGRAM DETAILS

    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #43

  Operator: School District
  PROGRAM DETAILS

    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior Hgh School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #44

  Operator: School District
  PROGRAM DETAILS

    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are	Itinerant	Learning Support	11 to 15	5	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
			operated				
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #45

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Reconfiguration and consolidation of schools.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #46

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Reconfiguration and consolidation of schools.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #47

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1

Program Position #48

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	18	0.9

Program Position #49

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #50

        Operator: School District

        PROGRAM DETAILS

                Type: ClassandPosition

                Implementation Date: January 25, 2016

                Reason for the proposed change: Reconfiguration and consolidation of schools.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	65	1

Program Position #51

        Operator: School District

        PROGRAM DETAILS

                Type: ClassandPosition

                Implementation Date: January 25, 2016

                Reason for the proposed change: Reconfiguration and consolidation of schools.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	18	0.9

Program Position #52

        Operator: School District

        PROGRAM DETAILS

                Type: ClassandPosition

                Implementation Date: January 25, 2016

                Reason for the proposed change: Reconfiguration and consolidation of schools.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	18	0.9

Program Position #53
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #54
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #55
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Reconfiguration and consolidation of schools.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #56
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #57
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #58

Operator: School District

PROGRAM DETAILS

　　　Type: ClassandPosition

　　　Implementation Date: January 25, 2016

　　　Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #59

　　　Operator: School District

PROGRAM DETAILS

　　　Type: ClassandPosition

　　　Implementation Date: January 25, 2016

　　　Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1

Program Position #60

　　　Operator: School District

PROGRAM DETAILS

　　　Type: ClassandPosition

　　　Implementation Date: January 25, 2016

　　　Reason for the proposed change: Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #61

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #62

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #63

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #64

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #65

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

Program Position #66

Operator: School District

PROGRAM DETAILS

> *Type:* ClassandPosition
>
> *Implementation Date:* January 25, 2016
>
> *Reason for the proposed change:* Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	20	1

Program Position #67

> *Operator:* School District

PROGRAM DETAILS

> *Type:* ClassandPosition
>
> *Implementation Date:* January 25, 2016
>
> *Reason for the proposed change:* Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	65	1

Program Position #68

> *Operator:* School District

PROGRAM DETAILS

> *Type:* ClassandPosition
>
> *Implementation Date:* January 25, 2016
>
> *Reason for the proposed change:* Reconfiguration and consolidation of schools.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #69

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Reconfiguration and consolidation of schools.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	25	0.5
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #70

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #71

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: Grade levels are broken down throughout the day and within the age range.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #72

> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Reason for the proposed change:* Consolidation and reconfiguration of school buildings
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: Students are broken down by grade and are within the age range.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #73

> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
			operated				
Justification: Students are broken down by grade and are within the age range.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #74

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #75

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #76

  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Consolidation and reconfiguration of school buildings.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

| Pocono Mountain West High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 21 | 18 | 0.9 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #77

  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: January 25, 2016
    Reason for the proposed change: Consolidation and reconfiguration of school buildings.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

| West High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 21 | 5 | 0.1 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #78

  Operator: School District
  PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #79

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #80

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Range		
		Type		Type	Range		
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: Students are grouped by grade level and age requirements are met within these groups.							

Program Position #81

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #82

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the							

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #83

       Operator: School District

       PROGRAM DETAILS

             Type: ClassandPosition

             Implementation Date: January 25, 2016

             Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #84

       Operator: School District

       PROGRAM DETAILS

             Type: ClassandPosition

             Implementation Date: January 25, 2016

             Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the

day.							

Program Position #85

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school programs.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #86

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #87

Operator: School District

PROGRAM DETAILS

      Type: ClassandPosition

      Implementation Date: January 25, 2016

      Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: Students on this case load are assigned for case management purposes only and they are not instructed within the same class.							
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #88

      Operator: School District

PROGRAM DETAILS

      Type: ClassandPosition

      Implementation Date: January 25, 2016

      Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #89

      Operator: School District

PROGRAM DETAILS

      Type: ClassandPosition

      Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #90

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: Students are assigned to this case load for case management purposes only and are not instructed within the same class.							
Pocono Mountain WEst High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #91

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #92

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	65	1
Justification: The students are grouped by ability and grade level. The age requirements are within the age range in each group.							

Program Position #93

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #94

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #95

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	20	1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #96

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

        PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

Location/Building	Grade	Building Type	Support	Type	Range		
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #97

 Operator: School District

 PROGRAM DETAILS

 Type: ClassandPosition

 Implementation Date: January 25, 2016

 Reason for the proposed change: Consolidation and reconfiguration of school buildings.

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #98

 Operator: School District

 PROGRAM DETAILS

 Type: ClassandPosition

 Implementation Date: January 25, 2016

 Reason for the proposed change: Consolidation and reconfiguration of school buildings.

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the							

| day. | | | | | | | |

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #99

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #100

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the							

day.	

Program Position #101

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #102

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Consolidation and reconfiguration of school buildings.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #103

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #104

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #105

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #106

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #107

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

| Pocono Mountain East High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 21 | 5 | 0.1 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #108
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

| Pocono Mountain East High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 21 | 5 | 0.1 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #109
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

| East High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 21 | 5 | 0.1 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #110

     Operator: School District

     PROGRAM DETAILS

          Type: ClassandPosition

          Implementation Date: January 25, 2016

          Reason for the proposed change: Consolidation and reconfiguration of school buildings.

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #111

     Operator: School District

     PROGRAM DETAILS

          Type: ClassandPosition

          Implementation Date: January 25, 2016

          Reason for the proposed change: Consolidation and reconfiguration of school buildings.

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	21	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #112

     Operator: School District

     PROGRAM DETAILS

          Type: ClassandPosition

Implementation Date: January 25, 2016
Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #113

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #114

       Operator: School District

       PROGRAM DETAILS

           Type: ClassandPosition

           Implementation Date: January 25, 2016

           Reason for the proposed change: Consolidation and reconfiguration of school buildings.

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #115

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #116

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Reason for the proposed change:* Consolidation and reconfiguration of school buildings.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #117

      Operator: School District
      PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: January 25, 2016
            Reason for the proposed change: Consolidation and reconfiguration of school buildings.
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #118

      Operator: School District
      PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: January 25, 2016
            Reason for the proposed change: Consolidation and reconfiguration of school buildings.
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	12	1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #119

      Operator: School District
      PROGRAM DETAILS
            Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	20	1

Program Position #120

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #121

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
East High School	A Senior High	A building in which General	Itinerant	Learning Support	14 to 21	5	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	School Building	Education programs are operated					

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #122

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

| East High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 21 | 25 | 0.5 |

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #123

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	65	1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #124

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Consolidation and reconfiguration of school buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 18	20	1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day. He is also the case manager for several students in the East High School.							

Program Position #125

　　　　　　　Operator: Intermediate Unit

　　　　　　　PROGRAM DETAILS

　　　　　　　　　　　Type: ClassandPosition

　　　　　　　　　　　Implementation Date: January 25, 2016

　　　　　　　　　　　Reason for the proposed change: Consolidation and reconfiguration of school buildings.

　　　　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	8	1

Program Position #126

　　　　　　　Operator: Intermediate Unit

　　　　　　　PROGRAM DETAILS

　　　　　　　　　　　Type:

　　　　　　　　　　　Implementation Date:

　　　　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	12	1

Program Position #127

　　　　　　　Operator: Intermediate Unit

　　　　　　　PROGRAM DETAILS

　　　　　　　　　　　Type: ClassandPosition

　　　　　　　　　　　Implementation Date: January 25, 2016

　　　　　　　　　　　Reason for the proposed change: Reconfiguration of IU Programs.

　　　　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary	A building in which General	Full-Time Special	Life Skills	9 to 12	12	1

	School Building	Education programs are operated	Education Class	Support			

Program Position #128

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration of IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 13	12	1

Program Position #129

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration of IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	8	1

Program Position #130

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Reason for the proposed change: Reconfiguration of IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 8	8	1

Program Position #131

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Reconfiguration of IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 9	8	1

Program Position #132

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Reconfiguration of IU Programs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 21	8	1
Justification: This is a high school program where students remain until they are 21 years of age.							

Program Position #133

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Reconfiguration of the IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	15 to 21	8	1
Justification: This is a high school program where students may stay in the program until they are 21 years of age.							

Program Position #134

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Reason for the proposed change: Reconfiguration of the IU Programs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 16	8	1

Program Position #135

        Operator: Intermediate Unit

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Reason for the proposed change: Reconfiguration of IU programs.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 14	8	1

Program Position #136

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Average square feet in regular classrooms: 720 sq. ft.

            Square footage of this classroom: 238 sq. ft. (14 feet long x 17 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	18	0.9
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1

Program Position #137

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: January 25, 2016

            Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 780 sq. ft. (20 feet long x 39 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	18	0.9
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1

Program Position #138

>> *Operator:* School District

>> **PROGRAM DETAILS**

>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Average square feet in regular classrooms:* 720 sq. ft.
>>> *Square footage of this classroom:* 780 sq. ft. (20 feet long x 39 feet wide)

>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	18	0.9
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1

Program Position #139

>> *Operator:* School District

>> **PROGRAM DETAILS**

>>> *Type:* ClassandPosition
>>> *Implementation Date:* January 25, 2016
>>> *Average square feet in regular classrooms:* 720 sq. ft.
>>> *Square footage of this classroom:* 640 sq. ft. (20 feet long x 32 feet wide)

>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	18	0.9

Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	5	0.1

Program Position #140

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 1400 sq. ft. (40 feet long x 35 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	12	1

Program Position #141

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 975 sq. ft. (39 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	12	1

Program Position #142

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 800 sq. ft. (32 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior	A building in	Supplemental	Learning	15 to	20	1

| | High School Building | which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 21 | | |

Justification: This is a high school program where students may stay in the program until they are 21 years of age. Age waiver justifications are written in the student's NOREPs.

Program Position #143

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 1050 sq. ft. (35 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	20	1

Program Position #144

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 240 sq. ft. (15 feet long x 16 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	65	1

Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.

Program Position #145

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	20	1

Program Position #146

       Operator: School District

       PROGRAM DETAILS

              Type: ClassandPosition

              Implementation Date: January 25, 2016

              Average square feet in regular classrooms: 720 sq. ft.

              Square footage of this classroom: 598 sq. ft. (26 feet long x 23 feet wide)

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	18	0.9
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	5	0.1

Program Position #147

       Operator: School District

       PROGRAM DETAILS

              Type: ClassandPosition

              Implementation Date: January 25, 2016

              Average square feet in regular classrooms: 720 sq. ft.

              Square footage of this classroom: 1023 sq. ft. (33 feet long x 31 feet wide)

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	20	1

Program Position #148

       Operator: School District

       PROGRAM DETAILS

              Type: ClassandPosition

              Implementation Date: January 25, 2016

              Average square feet in regular classrooms: 720 sq. ft.

              Square footage of this classroom: 784 sq. ft. (28 feet long x 28 feet wide)

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	20	1

Program Position #149
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	20	1

Program Position #150
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 630 sq. ft. (30 feet long x 21 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #151
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.1
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	18	0.9

Program Position #152
>
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 440 sq. ft. (22 feet long x 20 feet wide)
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	16	0.8
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.2

Program Position #153
>
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	18	0.9
Swiftwater	An	A building in	Itinerant	Learning	10 to	5	0.1

Intermediate School	Elementary School Building	which General Education programs are operated		Support	13		

Program Position #154

Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	18	0.9
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	5	0.1

Program Position #155

Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	25	0.5
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.5

Program Position #156

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 500 sq. ft. (25 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	10	0.2

Program Position #157

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 875 sq. ft. (35 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	16	0.8
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 13	10	0.2

Program Position #158

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 800 sq. ft. (32 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	0.5

Program Position #159
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 800 sq. ft. (32 feet long x 25 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	18	0.9
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.1

Program Position #160
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 25, 2016
>> *Average square feet in regular classrooms:* 720 sq. ft.
>> *Square footage of this classroom:* 800 sq. ft. (32 feet long x 25 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Swiftwater Intermediate School	An Elementary	A building in which	Itinerant	Learning Support	11 to 14	10	0.2

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	School Building	General Education programs are operated					

Program Position #161

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	0.5

Program Position #162

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: 720 sq. ft.

Square footage of this classroom: 1400 sq. ft. (40 feet long x 35 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	18	0.9
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	5	0.1

Program Position #163

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 630 sq. ft. (30 feet long x 21 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

Program Position #164

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 780 sq. ft. (20 feet long x 39 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	8	1

Program Position #165

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: January 25, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 930 sq. ft. (31 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	18	0.9
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.1

Program Position #166

Operator: School District

PROGRAM DETAILS

    Type: ClassandPosition

    Implementation Date: January 25, 2016

    Average square feet in regular classrooms: 720 sq. ft.

    Square footage of this classroom: 360 sq. ft. (20 feet long x 18 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	10	0.5
Justification: Teaches a specialized reading program where students receive intruction based off of their levels in the program.							
Tobyhanna Elementary Program	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 13	25	0.5
Justification: Teaches a specialized reading program where students receive instruction based off of their levels in the program.							

Program Position #167

    Operator: School District

PROGRAM DETAILS

    Type: ClassandPosition

    Implementation Date: January 25, 2016

    Average square feet in regular classrooms: 720 sq. ft.

    Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	18	0.9
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							
West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

Program Position #168

    Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: February 22, 2016
Average square feet in regular classrooms: 720 sq. ft.
Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain Academy	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	50	1
Justification: This position is a resource teacher who provides modifications and accommodations to students who participate in cyber learning.							

Program Position #169

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* January 25, 2016
> > *Average square feet in regular classrooms:* 720 sq. ft.
> > *Square footage of this classroom:* 240 sq. ft. (24 feet long x 10 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocono Mountain Academy	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	50	1
Justification: This position is a resource teacher who provides modifications and accommodations to students who participate in cyber learning.							

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	Pocono Mountain East High School and Pocono Mountain East Junior High School	1
Special Education Supervisor	Tobyhanna Elementary Center, Clear Run Elementary Center and Swiftwater Elementary Center	1
Special Education Supervisor	Pocono Mountain West Junior High School and Pocono Mountain West High School	1
School Psychologist	Pocono Mountain West High School	0.8
School Psychologist	Pocono Mountain West High School	1
School Psychologist	Pocono Mountain West Junior High School	1
School Psychologist	Tobyhanna Elementary Center	1
School Psychologist	Clear Run Elementary Center	0.8

School Psychologist	Swiftwater Elementary Center	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Elementary Center	1
Speech and Language Teacher	Clear Run Elementary Center	1
Speech and Language Teacher	Swiftwater Elementary Center	1
Speech and Language Teacher	Swiftwater Elementary Center	0.5
Speech and Language Teacher	Pocono Mountain West High School	1
Speech and Language Teacher	Pocono Mountain West Junior High School	1
Speech and Language Teacher	Pocono Mountain East High School	0.5
Speech and Language Teacher	Pocono Mountain East High School	1
Speech and Language Teacher	Pocono Mountain East Junior High School	1
Speech and Language Teacher	Pocono Mountain West Junior High School	1
Speech and Language Teacher	Tobyhanna Elementary Center	1
Social Worker	All District Buildings	1
Speech and Language Teacher	Swiftwater Elementary Center	0.5
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West Junior High School	1
Paraprofessional	Pocono Mountain West Junior High School	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Pocono Mountain West Junior High School	1

Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Tobyhanna Elementary Center	1
School Psychologist	Swiftwater Intermediate School	1
School Psychologist	East Junior High School	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
School Psychologist	East High School	1
Paraprofessional	East Junior High	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	Clear Run Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	Clear Run Elementary Center	1
Paraprofessional	East High	1
Special Education Supervisor	Swiftwater Intermediate and Clear Run Intermediate School	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Speech and Language Teacher	Swiftwater Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
School Psychologist	Clear Run Intermediate School	1
School Psychologist	Clear Run Elementary Center	0.2
Itinerant Hearing Support Teacher	District	0.2

Itinerant Vision Support	District	0.2
Transition Coach CIU20	West High School - Autistic Support Program	0.2
Educational Consultant	District	1
Educational Consultant	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Youth Advocate Program	Outside Contractor	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Physical Therapists	Intermediate Unit	35 Hours
Adapted Physical Education	Intermediate Unit	35 Hours
Psychologist	Intermediate Unit	35 Hours
Youth Advocate Program	Outside Contractor	35 Days
Youth Advocate Program	Outside Contractor	20 Hours
Youth Advocate Program	Outside Contractor	20 Hours
Adapted Physical Education	Intermediate Unit	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Occupational Therapists	Intermediate Unit	35 Hours
Physical Therapists	Intermediate Unit	35 Hours
Physical Therapists	Intermediate Unit	35 Hours
Physical Therapists	Intermediate Unit	35 Hours
Physical Therapists	Intermediate Unit	35 Hours
Transition Coaches	Intermediate Unit	35 Hours
Educational Interpreter	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	To increase knowledge of the range of issues affecting people with autism including early intervention, education, employment, behavior, communication, social skills, biomedical interventions and others, across the entire lifespan. To effectively advocate and obtain supports for students with ASD as evidenced by improved instructional practices and transition planning through formal and informal observation data collection and documentation.
Person Responsible	Central Administrator and Supervisors of Special Education
Start Date	9/4/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	10
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Conferences, workshops and webinars will address the range of issues affecting people with autism including early intervention, education, employment, behavior, communication, social skills, biomedical interventions and others, across the entire lifespan. Bringing together the expertise and experiences of family members, professionals and individuals on the spectrum, attendees will learn how to effectively advocate and obtain supports for the individual with ASD. The ultimate goal is to empower family members, individuals on the spectrum and professionals to make informed decisions.
Research & Best Practices Base	Participants in conferences, workshops and seminars will learn more about autism through the ways people respond to treatments. Research data will

	be discussed related to treatment and research-based practices including what has been effective in diet, medical treatments, educational, behavioral and therapeutic interventions.
For classroom teachers, school counselors and education specialists	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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Live Webinar Online-Synchronous Online-Asynchronous Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Intermediate (grades K-6) Junior High (grades 7-8)

	High (grades 9-12)
Follow-up Activities	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 Journaling and reflecting Sharing of information at department meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Informal and formal classroom observations and Learning Walkthroughs

Behavior Support

Description	To improve behavioral support and services to students with disabilities by completing the following: 1. Review and revise the Functional Behavioral Assessment process and procedures. 2. Provide intensive professional development to staff on the appropriate Positive Behavior Support Plans with effective progress monitoring and data collection. 3. Research and implement additional Tier II supports at all grade levels across the district. 4. Research and implement additional Tier III supports at all grade levels across the district. 5. Implement PBIS at the secondary level.

Person Responsible	Central Administrators, Building Level Administrators, Supervisors of Special Education
Start Date	9/5/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2
# of Sessions	25
# of Participants Per Session	25
Provider	Current School personnel who are trained and are currently utilizing SWPBS
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	An understanding of the decision making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices in a multi-tiered approach for improving positive outcomes for all students.
Research & Best Practices Base	Research and best practices with an emphasis on four integrated elements: (a) collection and analysis of data for decision making, (b) development of measurable outcomes supported and evaluated by data, (c) implementation of practices with evidence that the outcomes are achievable, and (d) development and implementation of systems that efficiently and effectively support implementation of these practices to improve academic and behavior outcomes for all students.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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.

	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Podcast Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt. / Asst. Sup. / CEO / Ex. Dir. School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary (K – 3) Intermediate (grades 3-6) Jr. High (grades 7-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting Analysis of trends in school-wide discipline referrals
Evaluation Methods	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 Informal and formal classroom observations and Learning

	Walkthroughs

Paraprofessional

Description	To increase knowledge of paraprofessionals in the areas of CPR/First Aid/AED, Non-Violent Crisis Intervention, Behavior Management Techniques (Positive Behavior Support), Interpersonal skills and instruction on various types of disabilities as evidenced by formal and informal observation data collection and documentation and a minimum of 20 hours of professional development per year as required by PDE.
Person Responsible	Central Administration and Supervisors of Special Education
Start Date	9/5/2016
End Date	6/30/2019
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	52
Provider	School District, Colonial Intermediate Unit 20 and PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This section is optional.
Research & Best Practices Base	This section is optional.
For classroom teachers, school counselors and education specialists	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.
For school or LEA administrators, and other educators seeking leadership roles	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.

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Department Focused Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary (grades K-3) Intermediate (grades 3-5) Jr. High (grades 7-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity Informal and formal observations and Learning Walkthroughs

Reading NCLB #1

Description	To increase knowledge in various research-based practices and programs to supplement the core curriculum in the area of reading for students with disabilities. This will be accomplished through professional development activities and training in the areas of: • Wilson Reading Instruction including Just Words and Fundations

	• LiPS Program for Reading, Spelling and Speech • StudyDog a phonics based reading program
Person Responsible	Central and Building Level Administrators and Supervisors of Special Education
Start Date	9/4/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	15
Provider	Program Certified Trainers
Provider Type	Independent Contractors
PDE Approved	Yes
Knowledge Gain	Knowledge gained will be related to the structure of the English language. Teachers will be able to provide instruction to students to learn fluent decoding and encoding skills to the level of mastery. This includes phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expressive language development and comprehension. In addition, teachers will develop an understanding of the sound structure of our language, about students' abilities to segment and blend a word's phonemes beyond the first sound. They will be given access to high-quality instructional materials in order to differentiate instruction to meet individual needs. Finally, teachers will develop pacing skills and classroom organization to maximize the use of instructional time. Reading instruction needs to be implemented with considerable intention, deliberate practice, and reflection for teachers to be successful.

Research & Best Practices Base	Research and Best Practices Base for developing life long readers includes but is not limited to the following: Explicit instruction in vocabulary development Explicit word analysis instruction including phonics Access to high interest materials the develops knowledge through text Rereading focused on intensive reading or close reading, which involves multiple reading for purposed of text analysis during and after reading Enhancement of reading skills through digital text Attention to syntax to strengthen comprehension Reading lessons supplemented with dialogue and discussion A print rich classroom
For classroom teachers, school counselors and education specialists	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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Sup. / Asst. Sup. / CEO / Ex. Dir. Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary (grades K-3) Intermediate (grades 3-6) Jr. High (grades 7-8) High (grades 9-12)
Follow-up Activities	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 Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Informal and formal classroom observations as well as Learning Walkthroughs.

Transition

Description	To ensure Transition Plans/Services as outlined in the IEP meet Indicator 13 requirements and address the needs of students with disabilities as evidenced the completion by case managers of the Effective Practices for Secondary Transition Self-Assessment of Current Transition Practices by with 95% accuracy.
Person Responsible	Central Administration and Supervisors of Special Education
Start Date	9/4/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	30
Provider	Colonial IU 20
Provider Type	IU 20
PDE Approved	Yes
Knowledge Gain	Teachers will develop develop a thorough understanding of the requirements of Indicator 13 for Transition Planning/Services and the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as "post-secondary outcomes" and are the driving force behind IEPs written for students in high school. In addition, teachers will begin the transition process no later than age 14 of the student, in middle school or early high school, as students explore what they want their post-school outcomes to be through career awareness exploration activities. Transition planning will continue through high school as instruction and community experiences support these outcomes. Teachers will gain knowledge in the importance of developing a partnership between the student, the family, school-age services and program providers, post-secondary services and program providers, and local community members.
Research & Best Practices Base	Research shows that effective transition involves purposeful planning among all stakeholders. It entails recognizing the student's current strengths, interests, preferences, and needs, and then identifying what services and

	supports he or she will need to achieve future success.
For classroom teachers, school counselors and education specialists	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. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Review of transition plans being implemented in student IEP's and teacher self-assessments.
Evaluation Methods	• Review of participant lesson plans • Review of transition plans being implemented in student IEP's and

	teacher self-assessments.

Special Education Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer