

East Stroudsburg Area SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

50 Vine St
 East Stroudsburg, PA 18301
 (570)424-8500
 Superintendent: William Riker
 Director of Special Education: Brian Baddick

Planning Committee

Name	Role
Joshua Fuller	Administrator : Professional Education Special Education Schoolwide Plan
Lisa VanWhy	Board Member : Special Education Schoolwide Plan
Jennifer Fuller	Elementary School Teacher - Special Education : Professional Education Special Education
Gloria Schulte	High School Teacher - Special Education : Special Education
Maria Melchiorre	Parent : Professional Education Special Education
Carol Deane-Gardner	Special Education Director/Specialist : Special Education
Patricia Padula	Special Education Director/Specialist : Special Education
Marialena Casciotta	Student Services Director/Specialist : Special Education
Mary Olszewski	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1460

Identification Method

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

Pennsylvania Special Education Regulations, §14.125, outline the criteria for the determination of students with specific learning disabilities (SLD). These criteria are derived from Federal IDEA regulations §300.309.

ESASD uses the discrepancy model to determine whether students are eligible to receive special education services under specific learning disability. Federal regulations do not prohibit the use of the ability- achievement discrepancy approach. Our school psychologists utilize standardized assessments for ability and achievement testing to determine whether there is at least a 15 point gap between the child's intellectual ability and achievement scores.

Enrollment

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

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

The school district has a large special education population compared to the state population.

However, the school district percentage has consistently been increasing in comparison to the state percentage, which has consistently been increasing too the last three (3) years:

2015-2016: LEA- 18.7%; State- 15.9%

2016-2017: LEA- 19%; State- 16.5%

2017-2018: LEA- 20%; State- 16.9%

The district has a significantly large enrollment of students with Other Health Impairments when compared to the state. The district requires documentation from a physician in order to consider eligibility as a student with an Other Health Impairment (OHI) . However, the district continues to monitor this area and work towards minimizing the discrepancy between the district and the state

population percentages:

2015- 2016: LEA- 19.3%; State- 14.1%

2016-2017 LEA- 17.8%; State- 14.9%

2017-2018: LEA- 18.4%; State- 15.7%

- The district has been successful in continuing to decrease the number of students identified with OHI while the state has been increasing in the number of students identified with OHI.

Non-Resident Students Oversight

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

ESASD is not a host district under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Students who are incarcerated receive an education from the host school district in the facility for which they are housed. ESASD, upon acknowledging student residency on the PDE-4605 form, is responsible for reimbursing the host school district for such educational services. The school district collaborates with juvenile or adult probation, MH/DS, and other applicable agencies during the period of incarceration to help ensure students are appropriately programmed for while incarcerated, and upon their return to school.

Least Restrictive Environment

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

(LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

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

ESASD aims to ensure that, to the maximum extent appropriate, students with disabilities are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on **what**

will be provided for a student before questions of **where**

it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

- *Can appropriate education (determined by the IEP team) be achieved in the regular class with services already there?*
- *Can the regular class be modified by providing supplementary aids and services in order to achieve appropriate education?*
- *Can appropriate education be achieved in next, more restrictive setting with services currently there?*
- *Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?*
- *Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?*

ESASD emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on students' needs. Currently ESASD professional staff development initiatives have included trainings in the areas, including but not limited to, inclusionary practices and differentiated instruction in efforts of increasing our capacity for meeting students' needs within their LRE. The school district has also been phasing School Wide Positive Behavior Support into district school buildings. At this time, all district buildings are implementing the Universal Level of SWPBS, with continuing plans for phasing in Check-In/Check-Out as well as other tiers of support. The district also continues to propose plans to expand our Project FAME (Family Advocacy for Mental Health in Education) from the elementary levels through the secondary levels. Currently, this program services all six elementary schools utilizing two part time social workers and two fulltime which are contracted through a local agency. The district continues to strive toward increasing each student's involvement in the least restrictive environment with supports and services to meet their individual learning needs. Through Title I and the Keystones to Opportunity grant funding, the district supports in-home mentoring program (Smiles) through a partnership with Pocono Alliance. This service assists the families within the community to access community support and services, such as Early Intervention and Head Start.

	District 2015-2016	State 2015-2016
Inside Regular Class 80% or more	67.8	61.8
Inside Regular Class Less than 40%	13.1	9.5
In Other Settings	1.9	4.9
	District 2016-2017	State 2016-2017
Inside Regular Class 80% or more	64.4	62.4
Inside Regular Class Less than 40%	12.3	9.0
In Other Settings	3.3	4.9
	District 2017-2018	State 2017-2018
Inside Regular Class 80% or more	62.9	62.0
Inside Regular Class Less than 40%	11.2	9.3
In Other Settings	3.1	4.9

- The district trends for Indicator 5- Educational Environments *Inside the Regular Class 80% or more* of the time have continued to increase, with larger gains when compared to the state.

- The district trends for Indicator 5- Educational Environments *Inside the Regular Class Less than 40%* of the time have continued to decrease, with larger gains when compared to the state.

- The district trends for Indicator 5- Educational Environments *In Other Settings* has followed the same pattern of the state, with an increase followed by a decrease. However, the district continues to have fewer students in other settings when compared to the state.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

- The school district has also been phasing School Wide Positive Behavior Support into all district school buildings. At this time, all buildings are implementing the Universal Level of SWPBS and the district continues to work on phasing in Check-in/Check-Out supports. At this time, four of the six elementary buildings have received training on Check in/ Check out supports. In 2019, the district hired two (2) Coordinators of Social Services or Social Workers to support the need of enhancing the district plan for additional mental/behavioral programming.

- Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and TACT2 techniques. TACT2 is a researched-based program and is provided through professional development and training. Increases the educator's de-escalation skills based on research and effective practice, with attention given to behavioral interventions for struggling students.

As per the TACT2 training guide information sheet:

TACT2's cornerstone training program espouses a philosophy that focuses on providing the best possible Care, Welfare, Safety, and Security SM to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.

** The school district switched from CPI (Crisis Prevention Institute) to utilizing TACT2 (Therapeutic Aggression Control Techniques and Therapeutic Behavior Management) as of the 2016-2017 school year. The district began to train its special education staff in TACT2 during the 16-17 school year.

- The district continues to implement Project FAME (Family Advocacy for Mental Health and Education) at the elementary school level. The district has contracted with YAP (Youth Advocate Program) for two, part-time, licensed social workers to provide Tier III level supports for elementary level students. Project FAME consists of individual and/or group counseling sessions for students (with parental consent) using data-driven, research based programs.

- The district also contracts with Monroe County Drug and Alcohol agency to work collaboratively with the Intermediate and High School level Student Assistance Program (SAP) teams to provide screenings based on SAP referrals (with parental consent) as well as support group opportunities and services for students who require additional assistance.

- In 2018-19, the district implement a school wide sensory integration program in all buildings which includes; trauma informed training, flexible seating, sensory stations, zones of regulations, and MIND-UP.

- The district works collaboratively with the IU20 Resolve Program to provide psychiatric services as well as counseling services by housing the School-Based Outpatient Program within the school district. The school district provides a confidential room within the High School South building where families can bring their child(ren) to receive psychiatric evaluations and medication management through face to face as well as tele-psychiatry. Families can also access individual and family counseling through the Outpatient Program. This service is provided both during and after-school hours, by appointment, as arranged between the family and the Resolve program.

The District Policy on Behavior Support is Policy 113.2

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

For review of the complete policy:

<http://moodle.esasd.net/moodle/mod/resource/view.php?id=71512>

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The school district utilizes the Intensive Interagency Approach when having difficulty finding an appropriate program in order to provide FAPE. The district utilizes the IU20, to initiate the inter-agency team, including MH/DS and Children and Youth, if necessary, as well as Provider 50 agencies, if applicable, in order to utilize a team approach of locating services for difficult to place students. The IU20 also works collaboratively with the County Medical Assistance office to provide school-based partial hospitalization programming for students demonstrating significant mental health needs. If the team is not able to place a student locally, the interagency team then recommends contact to the State APS schools to determine if an appropriate placement can be found at one of these sites. If that is not successful, then the State Inter-Agency person is contacted for assistance in finding an appropriate program for the student.

The district works collaboratively with IU20, to initiate the regional interagency coordinator. The district has also utilized the state interagency representative in order to locate an appropriate program for students in order to provide FAPE. The district has utilized the interagency approach to improve LEA program capacity by utilizing the expertise of the Inter-Agency team members in locating alternative program settings that are beyond the local district's settings.

The district works collaboratively with other agencies, such as MH/DS, Children and Youth, juvenile probation, and the Drug and Alcohol Commission for students, in order to provide appropriate programming for difficult to place students and works collaboratively with the agencies and the families to provide a smooth transition back to the public school setting, when appropriate.

* The district continues to look for opportunities to expand capacity by continuing to house CIU20 operated programs/ classes within school district buildings. The district continues to provide students with specialized programming needs the opportunity to attend school within their home district.

* The district continues to look for opportunities to expand Project FAME (Family Advocacy for Mental Health and Education) into the intermediate and secondary schools.

-For the 2018-19 school year, the district committed to hiring two (2) full-time Coordinators of Social Services/Social Workers to complement and enhance the district goal of expanding behavioral/mental health supports across the district.

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
PATH	Other	Alternative Education for Disruptive Youth (AEDY)	5
Lehigh Learning Academy	Other	Emotional Support	1
Colonial Academy	Other	Emotional Support	19
Colonial Academy	Other	Autistic Support	2
East Stroudsburg Area SD	Other	Instruction in the Home	1
Bethlehem Area SD- Thomas Jefferson Elementary	Neighboring School Districts	Hearing Support	1
Stroudsburg Area SD- Stroudsburg Middle School	Neighboring School Districts	Autistic Support	5
Stroudsburg Area SD- Stroudsburg Jr High School	Neighboring School Districts	Physical Support	1
Pocono Mountain SD- Clear Run Elementary School	Neighboring School Districts	Multiple Disabilities Support	4
Pleasant Valley SD- PV Intermediate School	Neighboring School Districts	Therapeutic Emotional Support	4
Pleasant Valley SD- PV Elementary	Neighboring School Districts	Physical Support	2
Bethlehem Area SD- Liberty HS	Neighboring School Districts	Hearing Support	1
Stroudsburg Area SD-	Neighboring School	Life Skills Support	1

High School	Districts		
Pocono Mountain SD- Clear Run Elementary School	Neighboring School Districts	Therapeutic Emotional Support	1
Pleasant Valley SD- PV High School	Neighboring School Districts	Therapeutic Emotional Support	4
Stroudsburg Area SD- High School	Neighboring School Districts	Emotional Support	1
Easton Area SD- Paxinosa Elementary	Neighboring School Districts	Therapeutic Emotional Support	1
Northampton Area SD- Moore Elementary	Neighboring School Districts	Therapeutic Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	13	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning	11 to 14	5	0.5

but More Than 20%)	Support			
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.5

Locations:				
LT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.5
Locations:				
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	13	0.5
Locations:				
JT Lambert	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.5
Locations:				
JT Lambert	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	6	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	8	0.5
Locations:				
JT Lambert	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 15	3	0.5

but More Than 20%)	Support			
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	11	0.5
Locations:				
JT Lambert	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.25
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning	11 to 14	2	0.25

but More Than 20%)	Support			
Locations:				
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	12	0.5
Locations:				
JT Lambert	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Changed FTE due to student needs; changed caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.5
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	1	0.5
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Program is returning to its original location at Lehman Intermediate**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	10	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Update caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	14	1
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: change of caseload size

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	5	1
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Change level of support for this staff member to Itinerant based upon student needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	1
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Emotional Support	11 to 14	8	1
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Changed the FTE, age range and caseload number due to student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	10	1
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Changed caseload size**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	14	1
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	30	0.5
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: March 29, 2019

Reason for the proposed change: The district required an emotional support program to meet the needs of those students struggling with behavior

PROGRAM SEGMENTS

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

Program Position #23

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Change caseload size.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	34	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				

Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change FTE due to student need; change caseload size**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	0.7
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.3
Locations:				

East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* change of caseload size**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change FTE to .70 due to student needs; change caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.7
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	2	0.3
Locations:				
East Stroudsburg	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 29, 2019

Reason for the proposed change: Having a FTE case manager allows for more flexibility in meeting the supplemental programming needs of our students in multiple grade levels.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	14	1
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014

Reason for the proposed change: change of caseload size

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	11	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 29, 2019

Reason for the proposed change: Case management responsibilities were changed to provide more flexibility for supplemental instruction.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	13	1
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: change of caseload size

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	17	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	4	0.25
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	8	0.5
Locations:				
Lehman Intermediate	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	2	0.25
Locations:				
Lehman	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 25, 2019

Reason for the proposed change: reassign learning support case manager to 6th and 7th grade due to student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	9	1

Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Changed age range and caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	21	1
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	35	0.7
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	5	0.15
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	3	0.15
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	32	0.5
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	20	0.5
Locations:				
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 29, 2019*Reason for the proposed change:* Caseload needs resulted in a change of FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	13	1
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	6	0.75
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	8	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Changed caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	30	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	1
Locations:				

East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	5	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* A revision in FTE was warranted to meet caseload needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	1
Locations:				
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014

Reason for the proposed change: change caseload size.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	16	1
Justification: Although student age range is out of the required three years, individual students on her caseload are not educated with students outside of their age range.				
Locations:				
Middle Smithfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.3
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	35	0.7
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 25, 2019

Reason for the proposed change: Reorganization of caseload responsibilities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	3	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	4	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	0.6
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	2	0.05
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	17	0.35
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	8	1
Justification: Although the students on the caseload are out of the age range, no individual student is educated out of the three year age range.				
Locations:				
J. M. Hill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2014

Reason for the proposed change: FTE was adjusted to meet the needs of supplemental students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	14	1
Locations:				
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	11	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Change of type and level of support and caseload size.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 10	11	1
Locations:				
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	12	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #67*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 21, 2017*Reason for the proposed change:* Position added to meet the growing needs of the district.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	8	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #68*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	15	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	4	0.5
Locations:				
East Stroudsburg South High School	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #71*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Change of building location to best meet the needs of students in our schools.*Present Class Location:* Rm 17 Middle Smithfield Elementary School*Proposed Class Location:* Rm 17 Middle Smithfield Elementary School*Length of time class has been in present location:* 2 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	12	1
Locations:				
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change in caseload size**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.5
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	1
Locations:				

East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* FTE revised to meet the caseload needs for students identified as supplemental learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	6	1
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #77*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Class changed to meet the needs of those students who required a high level of behavioral support with a therapeutic component.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	12	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Change in age range and caseload size.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	15	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	30	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #80

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #81

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 20, 2018

Reason for the proposed change: FTE change is required to meet the caseload needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	1
Locations:				
Middle Smithfield Elementary	An Elementary	A building in which General		

School	School Building	Education programs are operated		
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Program Position #82*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2018*Reason for the proposed change:* The class was changed to meet the needs of students with significant disabilities who require an alternative curriculum.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	12	1
Locations:				
Middle Smithfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #84*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.5
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	3	0.5
Locations:				
East Stroudsburg High	A Senior High	A special education Center in which no		

School North	School Building	general education programs are operated		
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Program Position #85*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Caseload size**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	13	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #86*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change in level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	10	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #89*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #91*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	22	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #92*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #93*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	42	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Moved to another building to allow for students who required shared programming with another low incident program.*Present Class Location:* Resica Elementary School*Proposed Class Location:* Resica Elementary School*Length of time class has been in present location:* 2 yrs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	8	1
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #96*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	43	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change FTE to share ILS and SLS and changed caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.5
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.5
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #101*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change FTE and caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	11	1
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #102*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 12, 2018*Reason for the proposed change:* FTE changed to meet caseload and support needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	14	1
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #105*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	2	0.5
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	3	0.5

Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	8	1
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 19, 2018*Reason for the proposed change:* FTE was changed to support students within supplemental programming.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	13	1
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #109*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	33	0.5
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 20, 2018

Reason for the proposed change: Room space as well as keeping the program central to meet travel and location needs for students.

Present Class Location: Smithfield Elementary School

Proposed Class Location: Smithfield Elementary School

Length of time class has been in present location: 7 months

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	11	1
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #113

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Listing the Operator as the School District was a mistake. It has always been under the IU 20 staffing.

Justification: Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #114

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: August 25, 2014**Reason for the proposed change: Change age range and caseload size.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	1
Locations:				
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #115*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 25, 2014**Reason for the proposed change: To meet the case management of students.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.5
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.5
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #116*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 25, 2014**Reason for the proposed change: To meet the case management needs of students.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.5
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.5
Locations:				

Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #117*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* To meet the needs of students with behavioral needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	12	1
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #118*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Caseload size.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.				
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #119*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 21, 2017*Reason for the proposed change:* Student needs*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	12	1
Locations:				
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated		

Program Position #120*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	12	1
Locations:				
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #121*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 24, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	17	0.5
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	9	0.5
Locations:				
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated		

Program Position #122*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	5	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	16 to 20	9	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	7	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Program Position #123*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 25, 2019*Reason for the proposed change:* Reorganization of caseload responsibilities**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	8	0.5
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	2	0.25
Locations:				
East Stroudsburg High School South	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #124*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				

Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services K-5	Elementary Level Buildings	1
Director of Pupil Services 6-12	Intermediate and High School Level Buildings	1
Supervisor of Special Education K-5	Elementary Level Buildings	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Paraprofessional	East Stroudsburg Elementary	1

Student Aide	Smithfield Elementary	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School	1

	North	
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Paraprofessional	Smithfield Elementary School	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School South	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Supervisor of Special Education 6-12	Intermediate Schools, High Schools	1
Out of District Educational Consultant	District Level	1

School Psychologist	Intermediate Unit	37.5 Hours
Vision Support	Intermediate Unit	25 Hours
Hearing Support	Intermediate Unit	7 Hours
Physical Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	3 Days
Orientation and Mobility	Intermediate Unit	45 Minutes
Licensed Social Worker- Elementary	Outside Contractor	20 Hours
Drug and Alcohol Commission Intervention Services- Intermediate/ Secondary	Outside Contractor	3 Days
Sign Language Interpreter	Outside Contractor	0.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
Adapted Physical Education	Intermediate Unit	13 Hours
Audiologist	Intermediate Unit	2 Hours
Autistic Support- Elementary	Intermediate Unit	37.5 Hours
Autistic Support- Intermediate	Intermediate Unit	37.5 Hours
Autistic Support- Secondary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Elementary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Intermediate	Intermediate Unit	37.5 Hours

Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Multiple Disabilities Support	Intermediate Unit	37.5 Hours
Physical Support	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support-Elementary	Intermediate Unit	37.5 Hours
Licensed Social Worker-Elementary	Outside Contractor	20 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and TACT2 techniques. The district will train staff on TACT2, using the program designed for working with students with Autism.</p> <p>District staff will receive de-escalation strategies, ability awareness, and behavior management strategies when working with students with disabilities, including students on the autism spectrum.</p> <p>Evidence: Professional development training schedule, sign in sheets, CPE tracker documentation</p>
Person Responsible	Pupil Services Directors, Special Education Supervisors, Professional Development Coordinators, Curriculum Department, Human Resources Department, District Police Department
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	1
# of Participants Per Session	400
Provider	School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>As per the TACT2 training guide information sheet:</p> <p>TACT2's cornerstone training program, espouses a philosophy that focuses on providing the best possible <i>Care, Welfare, Safety, and Security</i> to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.</p>

Research & Best Practices Base	TACT2 is a researched-based program and will be provided through professional development and training.
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.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Completion of assessment at the end of the training session
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Completion of competency assessment at conclusion of the training

Behavior Support

Description	<p>Special education teachers will receive training on writing positive behavior support plans, writing observable and measurable behavior goals, and how to monitor and document behavior progress monitoring.</p> <p>District staff will be trained on classroom management and positive behavioral support strategies.</p>
Person Responsible	Building Administrators, Director of Pupil Services, Supervisors of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	160
Provider	district staff, educational law firm
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	- Positive Behavioral Support Plan Strategies
Research & Best Practices Base	PDE has supported school wide positive behavior support implementation.
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.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>

Participant Roles	Classroom teachers School counselors New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Developing classroom based as well as individualized positive behavior support plans
Evaluation Methods	Individualized Positive Behavior Support Plans

Paraprofessional

Description	<p>The Bureau of Special Education, Pennsylvania Department of Education endorses the use of these ten CEC performance-based standards and their corresponding required knowledge and skills, as they define the basic content for the initial preparation and practice of special education paraeducators:</p> <ul style="list-style-type: none"> - Paraeducator Standard # 1: Foundations of Special Education - Paraeducator Standard # 2: Development and Characteristics of Learners - Paraeducator Standard # 3: Individual Learning Differences - Paraeducator Standard # 4: Instructional Strategies - Paraeducator Standard # 5: Learning Environments & Social Interactions - Paraeducator Standard # 6: Language - Paraeducator Standard # 7: Instructional Planning - Paraeducator Standard # 8: Assessment - Paraeducator Standard # 9: Professional & Ethical Practice
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	<p>- Paraeducator Standard # 10: Collaboration.</p> <p>Our District Plan provides professional development opportunities throughout the school year necessary for our paraprofessional staff to meet the 20 hours of professional development based on the above listed competencies during in-service and Act 80 days.</p> <p>Paraprofessional Staff will submit proof of 20 hours of training, annually, between July 1 and June 30, related to their current job description.</p>
Person Responsible	Pupil Services Department, Curriculum Department, Human Resources Department
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	180
Provider	East Stroudsburg Area School District/IU 20/Youth Advocate Program/Pattan
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Information on the above stated competencies will be presented during in-service and Act 80 professional development sessions.
Research & Best Practices Base	Presentations will be presented on current issues within special education and topics that are connected with our District action plans.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops School Whole Group Presentation Live Webinar Offsite Conferences
Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Implementation of strategies in the classroom
Evaluation Methods	Participant survey Submitted verification of 20 Professional Development Hours

Reading

Description	Teachers will receive training on the 5 step literacy process and utilizing Lexile leveling tools to prepare students for college and career readiness, through educational programs, such as but not limited to Achieve 3000. Evidence: Professional Development Schedule, sign in sheets, CPE tracker documentation
Person Responsible	Pupil Service Department, Curriculum Department
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	30
Provider	district staff, outside training consultant
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will receive on-going training on Literacy instructional shifts and depth of knowledge to meet college and career readiness standards/ PA Core.
Research & Best Practices Base	<p>The PA Core standards have been based on the National Core Content standards.</p> <p>Professional Development</p> <p>Standards aligned System (SAS)</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	Classroom teachers Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Creating lessons to meet varied student learning styles Lesson modeling with mentoring Access to webinars and trainings provided by the program as made available
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 data reports by class and individual student as available by the program

Transition

Description	<p>The district will continue to include special education students with general education students to develop personalized learning options for students, such as virtual options and blended learning opportunities, as well as continue to look at options for students who either transfer to the district or require credit recovery to graduate within their cohort.</p> <p>District staff will continue to expose students to college and career opportunities, including but not limited to:</p> <ul style="list-style-type: none"> - Elementary student visitation to the local vocational school. All Chapter 339
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	<p>artifacts will be collected at 100% outcome.</p> <p>- Intermediate level students complete career interest inventories based on personal interests, as well as career cluster interests. All Chapter 339 artifacts will be collected at 100% outcome.</p> <p>- Transition Coordinators at the Secondary level will continue to plan and implement a Transition Night for students who will require community agency services to meet post-secondary goals.</p> <p>- Secondary counselors will continue to present Financial Aid night as well as schedule an In-House College Fair for students who are interested in pursuing 2- and/or 4-year secondary schooling options. All Chapter 339 artifacts will be collected at 100% outcome.</p> <p>- Special education case managers will continue to meet annually to discuss individual student needs to assist student transition from one grade level to the next, including case managers from the transitioning building levels (5th to 6th, 8th to 9th).</p> <p>The district will integrate the requirements for Chapter 339 in all district buildings to comply with standards.</p> <p>In addition, the district will continue to increase the graduation rate by 2% each year. Decrease our dropout rate by 1% each year. Moreover, attendance and achievement growth will be goal focuses during the 2019-2022 comprehensive plan as per the data in the Future Ready Index reports and School Performance Profiles.</p>
Person Responsible	Pupil Service Department, Curriculum Department
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	70
Provider	district, IU20
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	Chapter 339 College and career awareness for students, community agency awareness, personalized learning opportunities for students to meet individual needs
Research & Best Practices Base	Chapter 339 Career and college readiness
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>New Staff</p> <p>Parents</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom student assessment data Portfolio

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