

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Wayne Highlands SD		119648703
<b>Address 1</b>		
474 Grove St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Honesdale	PA	18431
<b>Director of Special Education Name</b>		
Amanda Kerna		
<b>Director of Special Education Email</b>		
akerna@whsdk12.com		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
5702533402		
<b>Chief Administrator Name</b>		
Mr Gregory J Frigoletto		
<b>Chief Administrator Email</b>		
gfrigoletto@whsdk12.com		

## Special Education Students

**Total Number of Students Receiving Special Education** 579

**School District Total Student Enrollment** 2345

**Percent of Students Receiving Special Education** 24.7

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Amanda Kerna	Director of Special Education	Wayne Highlands SD	akerna@whsdk12.com
Gregory Frigoletto	Superintendent	Wayne Highlands SD	gfrigoletto@whsdk12.com
Timothy Morgan	Other	Wayne Highlands SD	tmorgan@whsdk12.com
Erika Cavanaugh	Other	Wayne Highlands SD	ecavanaugh@whsdk12.com
Patrick Blaskiewicz	Building Principal	Lakeside Elementary School	pblaskiewicz@whsdk12.com
Summer Barrouk	Special Education Teacher	Wayne Highlands MS	sbarrouk@whsdk12.com
Daniel Becker	Special Education Teacher	Wayne Highlands MS	dbecker@whsdk12.com
Mr. Brian Weist	Board Member	Wayne Highlands SD	bweist@whsdk12.com
Katharine Brown	General Education Teacher	Honesdale HS	kbrown@whsdk12.com
Mandy Altemeier	Parent	Wayne Highlands MS	MAltemier@waynecountypa.gov
Michelle Erbach	Parent	Wayne Highlands SD	merbach@waynecountypa.gov

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

## Graduation (Indicator 1)

**Indicator not flagged at this time.**

## Drop Out (Indicator 2)

**Indicator not flagged at this time.**

## Assessment (Indicator 3)

**Indicator not flagged at this time.**

## Education Environments (Indicator 5)

**Indicator not flagged at this time.**

## Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA - Public School Enrollment	<p>In reviewing Special Education Data Reporting from previous school years, two disability categories were identified as consistently surpassing the state percentage. They were Specific Learning Disability (SLD) and Speech or Language Impairment (SLI). These two categories were targeted in the LEA's Improvement Plan for FSA 17/ Public School Enrollment. Speech/Language Impairment (SLI): Review: As evidenced by the data chart below, the LEA's identification of students with SLI (primary) has decreased by 1.6% since the 2022-23 school year. The Language Enrichment program and RtI model have been successful in reducing the number of students requiring an IEP for S/L support. SLP's better understand the appropriate implementation and monitoring of the RtI model in S/L therapy. SLI Next Steps: Spring, 2025... *Meet with district SLP's to review current data, caseloads, protocols, etc. *Adjust as necessary. *Meet with Language Enrichment team at Stourbridge Primary Center to review student data and feedback from members. *Adjust program as necessary. *Meet with SLP's conducting Kindergarten screenings to review scores and observations. *Plan for incoming Kindergarten students with varying S/L needs. *Review data collected mid-year and end-of-year (2025-26 school year) to determine progress</p> <p>Specific Learning Disability (SLD): Review: The LEA's percentage of students identified with SLD's continues to increase, despite strategic attempts at decreasing that number. SLD Next Steps: Spring, 2025... *Collaborate with Assistant Superintendent to plan district-wide meeting (Focus preparation and conversation on data related to Tier 1 and 2 instruction, interventions, patterns) *Collaborate with district and building level administration to investigate and plan additional professional development, resources, and staffing at the K-5 level, focusing on reading. *Collaborate with principal in Lakeside Elementary School to implement University of Florida Literacy Institute (UFLI) curriculum in some third grade ELA classrooms during the 2025-26 school year, after reviewing data for incoming third graders – Plan and facilitate training and purchasing of materials *Review data collected mid-year and end-of-year (2025-26 school year) to determine progress</p> <p>SLD: Review: The LEA's percentage of students identified with SLD's continues to increase, despite strategic attempts at decreasing that number. SLD Next Steps: Spring, 2025... *Collaborate with Assistant Superintendent to plan district-wide meeting (Focus preparation and conversation on data related to Tier 1 and 2 instruction, interventions, patterns) *Collaborate with district and building level administration to investigate and plan additional professional development, resources, and staffing at the K-5 level, focusing on reading. *Collaborate with principal in Lakeside Elementary School to implement University of Florida Literacy Institute (UFLI) curriculum in some third grade ELA classrooms during the 2025-26 school year, after reviewing data for incoming third graders – Plan and facilitate training and purchasing of materials *Review data collected mid-year and end-of-year (2025-26 school year) to determine progress</p>

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

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

No

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

If Wayne Highlands School District were a host to a 1306 facility, we would follow all regulations included in "Educational Programs for Students in Non-Educational Placements," as directed by the PDE. We would ensure that educational placement and programming decisions were made on an individual basis, determined by each student's unique areas of need. IEP Team Meetings would be held at least annually and include all required members of the IEP Team, including the student if appropriate. Unless we were otherwise directed, students in this facility would have the option of attending any of the educational placements and receiving any of the services and supports available to resident students of the district until they received a diploma or completed the school term in which they turn 21. For each student, the IEP Team would consider a continuum of placements including educating the student in the LEA's public schools. The LEA would assume responsibility for making decisions regarding the student's goals, specially designed instruction, and educational placement through the IEP Team process. The LEA would also assume responsibility for communicating with the family of the student. Progress monitoring data and input from IEP Team Members would be considered on an ongoing basis to determine if a change in programming or placement needed to occur. Reevaluations would be conducted as required by special education regulations.

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

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





## Incarcerated Students Oversight

### 1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Wayne County Correctional Facility	County facility	District	3

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

The LEA, the Wayne Highlands School District (WHSD), has established procedures and protocols to fully comply with the Basic Education Circular titled "Education Services or Students Incarcerated," outlining 24P.S. Section 13-1306.2. The LEA has designated a single point of contact (SPOC) to communicate with the Wayne County Correctional Facility (WCCF). Information regarding education programs and services are available for inmates and their families at the WCCF. When an inmate who is under 21 years of age is identified as having not yet graduated from high school, the SPOC is notified by the Director of Inmate Services (DIS) at the WCCF that the inmate is being housed there. The WCCF and the WHSD discuss educational programming options with the inmate. If the inmate is 18 years of age or older, he may decide to continue his education and work toward a high school diploma. If the inmate is under 18 years of age, educational services are automatically provided. When a student is identified as needing educational services, the DIS will complete the LEA's Intake Form for Incarcerated Youth, which shares family and educational information. She will also complete Honesdale High School registration paperwork. The SPOC then reaches out to the student's former school district to collect educational records. These records are reviewed in order to determine what type of educational programming is most appropriate for the inmate and whether an evaluation or reevaluation needs to occur in order to collect more data about the student. A school counselor at the high school is assigned and that person will develop a class schedule for the student based on previous transcripts. The SPOC will identify a teacher employed by the LEA to provide instruction for the student for a designated number of hours per week, and that teacher will develop a schedule of educational sessions in collaboration with the WCCF. Educational materials and instruction are tied to the general education curriculum and modified/accommodated as necessary to meet individual student needs. If an inmate is already identified as eligible for special education services, all regulations in Chapter 14 are followed including regular IEP Team Meetings, progress monitoring, and reevaluations at required intervals. If an inmate has not been previously identified as eligible for special education, his performance including observations, grades, and other measures of achievement will be monitored closely and any concerns brought to the SPOC. The SPOC may then collaborate with other professionals within the LEA to determine if an evaluation for special education is necessary. These established procedures enable the LEA to ensure that we are complying with child-find obligations of the IDEA, utilizing appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates, implement timely review and/or develop IEP's for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards, and providing FAPE in conformity with the IEP.



## Least Restrictive Environment

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

% Students in Regular Class 80% or More of the School Day School Year-----WHSD----State----SPP Target----- 2017-2018-----61.7-----62-----  
 -----64.1 2018-2019-----64.8-----61.5-----N.A. 2019-2020-----68.3-----61.5-----N.A. 2020-2021-----68.4-----62.1-----  
 61.5 2021-2022-----67.4-----61.8-----61.5 2022-2023-----64-----61.6-----62.4 2023-2024-----Data unavailable-----  
 2024-2025 (as of 02/05/25) -----65.5-----N.A.-----N.A. Although slight decreases in its percentage of students included in the  
 general education setting 80% or more of the day have occurred over the years, the LEA continues to exceed both the state average and the SPP/APR  
 targets in this category. % of Students in the General Education Setting 40% or Less of the School Day School Year-----WHSD----State----SPP Target---  
 --- 2017-2018-----7.7-----9.3-----8.1 2018-2019-----8.2-----9.4-----N.A. 2019-2020-----8.5-----9.6-----N.A.  
 2020-2021-----11.2 -----9.8-----9.6 2021-2022-----12.8-----9.9-----9.6 2022-2023-----9.6-----10-----9.6 2023-2024--  
 ----Data unavailable----- 2024-2025 (as of 02/05/25) -----10.3-----N.A.-----N.A. The LEA has decreased its percentage of  
 students included in the general education setting 40% or less of the school day since the 2021-2022 school year and met the SPP/APR Target in 2022-2023  
 school year. The most current data surpasses previous state averages and targets in this category. In this case, our goal is to decrease our percentage and  
 come in below the state average. Administrative goals in the Special Education Department for 2024-2025 include increasing inclusion opportunities for  
 students in this category, through increased professional development, support and differentiation, as well as creative collaboration and scheduling.

### 2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

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

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

The WHSD offers regular professional development opportunities for faculty that focuses on differentiating and individualizing instruction within the general education curriculum. Through this training, consultation with specialists and IEP Teams, and getting to know each student, our faculty are expected and able to make accommodations and modifications to the general education curriculum in order to meet each student's needs, providing a range of supplementary aids and services. The WHSD offers a continuum of academic programming options for its students with disabilities, in order to ensure their participation in the general education curriculum as much as possible. Differentiated grouping strategies and individual support is expected in all our general education classrooms, and special education support (i.e. special education teachers, paraprofessionals, personal care assistants) support

students in the general education setting when necessary. At the middle school and high school levels, a variety of course offerings provide advanced classes, general classes, and co-taught and/or classes supported by special education staff, which maintain students' participation in the general education curriculum while supporting them in areas of skill deficit. Throughout all grade levels, supplementary aids and services are provided to all students as necessary, and these supports are exhausted before removal from the general education setting is recommended.

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

The WHSD encourages all its students to participate in extra-curricular activities to the greatest possible extent. When a student with disabilities express interest in doing so, the student's IEP Team consults with the faculty/staff involved in the extracurricular activity so that its members can understand the expectations and demands of the activity and how that student's disability may affect his/her participation. Once that is understood, the WHSD works with the team to provide any supplementary aids and services the student may require. That may include setting the student up with a peer buddy, modifying the expectations of the activity, providing specialized transportation, providing a personal care assistant or special education teacher to assist the student directly, providing physical accommodation/modifications, assistive technology, providing differentiated access to materials/equipment, etc.

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

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

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

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

## Out of District Placements

<b>Facility Name</b>	<b>Facility Type</b>	<b>Other</b>	<b>Operated By</b>	<b>Service Type</b>	<b>Number of Students Placed</b>
NEIU Learning Campus	Other	IU Program	NEIU 19	Emotional Support	3
New Story, Troop	Licensed Private Academic		Salisbury	Emotional Support	4
Children's Service Center (Partial Hospitalization Program)	Licensed Private Academic		Children's Service Center	Emotional Support	1
Hancock Central School	Other	Public school that includes students without disabilities	Hancock Central School District	Learning Support	12
New Story, Troop	Licensed Private Academic		Salisbury	Autistic Support	0
The Gregory Center	Other	Applied Behavior Analysis Center - Instruction Conducted in the Home (in a center-based location)	The Gregory Center	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2019-09-17

### Uploaded Files

FSA 2 PBS Policy.pdf

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

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

**2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The WHSD has designated two certified faculty members as in-house trainers and consultants in the Therapeutic Aggression Control Techniques (TACT 2) program, which is a trauma-sensitive staff training program in behavior management, crisis de-escalation, and physical intervention. We have designated teams within each school building to respond in the case of a behavioral escalation. The members of these teams, which include the building administrator(s) and various faculty and staff members, participate in the initial, three-day TACT-2 training and annual one-day refreshers. After an annual evaluation, these team members are certified for one year. Additionally, faculty and support staff working in programs in which behavioral escalations are more likely to occur (i.e. Emotional Support, Autistic Support, Life Skills Support) participate in these trainings and certification process. Throughout the WHSD, faculty and staff are provided with professional development regarding student behavior and positive behavior supports. Faculty and staff working in Emotional Support, Autistic Support, and Life Skills Support classes consult and participate in trainings with staff from PaTTAN and community behavioral agencies regarding specific students and situations. During the 2024-2025 school year, faculty and staff who work in our Stourbridge Primary Center and Lakeside Elementary School attended a training with Board Certified Behavior Analysts (BCBA's) from an outside agency to review/learn about the basics of behavior and conducting a Functional Behavior Assessment (FBA). Also during this school year, faculty and staff working in the district's Emotional Support programs are attending quarterly meetings with administration and representatives from the NEIU 19 TAC Team to work through the Quality Indicators of Emotional Support Programs rubric in order to evaluate current programming strengths and areas in need of improvement, as well as share ideas, resources, and professional development with each other. At the individual building level, Student Assistance Program (SAP) Teams and Instructional

Support Teams (IST) participate in professional development, both "in-house" and through PaTTAN, NEIU 19, and other resources, to grow in their understanding and implementation of positive behavior supports at the Tier 1 and 2 levels.

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

In our elementary level buildings, the WHSD utilizes school-wide positive behavior support programs that focus on teaching students about clear expectations for their behavior, modeling expected behaviors, and ensuring students understand how they can meet the school's expectations, paired with positive reinforcement for expected behavior and appropriate consequences for unexpected behavior. Students begin each day as a "new slate" and earn reinforcement for meeting behavioral expectations. Behavioral expectations are designated by a color system, and students "move their clips" between the colors depending on their behavior throughout the day. Building-level and classroom-level group rewards occur as designated by the classroom teacher and/or principal. In our middle school and high school level buildings, behavior support is less explicit, but remains focused on clear behavioral expectations, positive reinforcement for expected behaviors, and appropriate consequences for unexpected behaviors. Students earn positive reinforcement as appropriate, in the form of positive behavior referrals, privileges and special events including social time, parties, and trips.

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

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

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

The WHSD follows all the guidelines laid out in PDE's Basic Education Circular "Use of Restraints for Students with Disabilities (6/2016). The district's restraint procedure is included in the attached Positive Behavior Support Policy. Physical restraints are always used as a last resort, only when a student is a danger to himself or others, and always conducted by trained personnel. When a restraint occurs in the school setting, the school personnel involved contact the student's parent(s) to notify them of the incident. They also complete a written report of the incident which is sent to the Director of Special Education who compiles that information into a letter which is sent to the student's parent(s) for their records. This letter also explains the need to hold an IEP Team Meeting within ten school days of the incident and gives the parent the opportunity to agree to that meeting or waive the meeting in writing, if they so choose. If the parent does not waive the meeting, an IEP Team Meeting is scheduled within ten school days of the incident during which the IEP Team reviews the incident, the student's program and progress, and whether any new assessments need to be completed and/or any changes made to the student's educational program. Any physical restraint used with a student is reported at least quarterly to the Restraint Information System Collection (RISC) as required.





## Intensive Interagency

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

The LEA has one student currently reported for Intensive Inter-agency Reporting. An update on this student was provided in the PA Integrated Monitoring System in January, 2025. The LEA currently reports three students on Homebound instruction, as recommended by their medical providers. Of these three, one student is temporarily at home with a significant knee injury and is expected to return to school in April, 2025. Two of these students are medically recommended for Homebound Instruction due to mental health diagnoses that affect their ability to attend school. The LEA currently has two students placed on Instruction Conducted in the Home. One of these students is gradually reentering school after surviving brain cancer, with significantly reduced physical and mental stamina, mechanically assisted feeding, aspiration concerns, and ongoing highly specialized therapies outside of school. This student attends partial days of school with Instruction Conducted in the Home to supplement the time he is able to attend in-person. The other student is also listed under Intensive Inter-Agency Reporting. Many times, concerns for students who are placed on Instruction Conducted in the Home center around intensely aggressive behavior and/or significant mental health concerns. In these instances, residential facilities are often recommended, but not available for the students. The LEA does not currently have any students at risk of waiting more than 30 days for an appropriate educational placement. If we did, we would engage with the student and his/her family and care providers, the NEIU, the Wayne County Office of Behavioral and Developmental Programs, other community agencies, and representatives from potential educational and/or residential placements. This inter-agency team would meet regularly (weekly or bi-weekly) to provide updates and set goals in working toward a placement for the student. Private facilities, programs in neighboring school districts, out-of-state facilities, and intensive behavioral/mental health supports would all be considered for educational programming.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSE LSELA	Elementary	Full-time (1.0)	03/12/2025 01:50 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DASELSPrimary	Elementary	Full-time (1.0)	03/12/2025 01:34 PM

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DASELS	Elementary	Full-time (1.0)	03/12/2025 01:31 PM

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESES	Elementary	Full-time (1.0)	03/12/2025 01:37 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DASMSLS	Secondary	Full-time (1.0)	03/12/2025 01:36 PM

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSES	Secondary	Full-time (1.0)	03/12/2025 02:00 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SPCLS	Elementary	Full-time (1.0)	03/12/2025 01:57 PM

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSSS	Secondary	Full-time (1.0)	03/12/2025 02:04 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
These students are in a low incidence population and the age range of the classroom is documented in their IEP's.		0.6

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSLSLB	Secondary	Full-time (1.0)	03/12/2025 02:08 PM

<b>Building Name</b>
Honesdale HS

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
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<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLSS	Elementary	Full-time (1.0)	03/12/2025 02:31 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HLSLBM	Secondary	Full-time (1.0)	03/12/2025 02:18 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Honesdale HS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SPCES	Elementary	Full-time (1.0)	03/12/2025 01:52 PM

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LESLS3	Elementary	Full-time (1.0)	03/12/2025 01:43 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLSET	Elementary	Full-time (1.0)	03/12/2025 03:16 PM

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		61
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>



	0.94
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCLSS	Elementary	Full-time (1.0)	03/12/2025 01:54 PM

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
These students are in a low incidence population and the age range of the classroom is documented in their IEP's.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLS5	Elementary	Full-time (1.0)	03/12/2025 01:44 PM

<b>Building Name</b>
Lakeside Elementary School
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>
Learning Support

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.85

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLSNB	Multiple	Full-time (1.0)	03/12/2025 03:25 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload includes students in multiple grade levels and some low incidence populations. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.17

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload includes students in multiple grade levels. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSKSD	Secondary	Full-time (1.0)	03/12/2025 02:36 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students on this caseload range from grades 9 through 12. However, support is provided to these students in their grade-appropriate general education classrooms. When students are grouped for instruction in the special education classroom, the age range does not exceed 4 years.		0.26

<b>Building Name</b>
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Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLSAF	Multiple	Part-time (0.5)	03/12/2025 03:23 PM

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSLS8	Secondary	Full-time (1.0)	03/12/2025 02:52 PM

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WHMSLSS	Secondary	Full-time (1.0)	03/12/2025 02:41 PM

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		

Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSLSEW	Secondary	Full-time (1.0)	03/12/2025 02:20 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HLSMB	Secondary	Full-time (1.0)	03/12/2025 02:23 PM

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Honesdale HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LESIES	Elementary	Full-time (1.0)	03/12/2025 01:44 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WHMSLS6	Secondary	Full-time (1.0)	03/12/2025 02:57 PM

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.9

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LESILS	Elementary	Full-time (1.0)	03/12/2025 01:46 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students on this caseload are supported in their age and grade appropriate general education classrooms.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPCAS	Elementary	Full-time (1.0)	03/12/2025 01:55 PM

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Stourbridge Primary Ctr		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSMSLS	Secondary	Full-time (1.0)	03/12/2025 03:08 PM

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LESLS4	Elementary	Full-time (1.0)	03/12/2025 01:48 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLSGM	Elementary	Full-time (1.0)	03/12/2025 03:17 PM

<b>Building Name</b>		
Lakeside Elementary School		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		



<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		64
<b>Identify Classroom</b>	<b>Classroom Location</b>	
School District	Elementary	
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload includes students in grades 3-5. During sessions, when students are seen individually or in small groups, the age range does not exceed the range recommended by PDE.		0.98

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSIES	Secondary	Full-time (1.0)	03/12/2025 03:05 PM

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PSELS	Elementary	Full-time (1.0)	03/12/2025 03:07 PM

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLSBB-V	Multiple	Full-time (1.0)	03/12/2025 03:22 PM

<b>Building Name</b>		
Damascus Area Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		27

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload includes students in grades K through 8. During individual and group sessions, the age range between students does not exceed the acceptable range determined by the PDE.		0.42

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Preston Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload includes students in grades K-8. During sessions, when students are seen individually or in small groups, the age range does not exceed the range recommended by PDE.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSPS	Secondary	Full-time (1.0)	03/12/2025 02:49 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHMSILS	Secondary	Full-time (1.0)	03/12/2025 02:53 PM

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<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WHMSLS7	Secondary	Full-time (1.0)	03/12/2025 02:42 PM

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Wayne Highlands MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

## Special Education Facilities

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

### 1Assurance Check

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

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



### 2 Assurance Check

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

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

### 3 Assurance Check

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

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

#### 4Assurance Check

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

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

<b>Uploaded Files</b>
Map Lakeside 2022.jpg

5 Assurance Check

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

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

6 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Honesdale HS		312
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
8 feet, 0 inches x 11 feet, 0 inches	88sqft	3

<b>Implementation Date</b>
2022-06-01
<b>Uploaded Files</b>
Map HHS 3rd 2022.jpg

#### 8 Assurance Check

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

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

#### 9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Damascus Area Sch		64
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map Damascus 2022.jpg		

11 Assurance Check

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

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

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lakeside Elementary School		31
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 3 inches x 26 feet, 6 inches	695sqft	24
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map Lakeside 2022.jpg		

13Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Stourbridge Primary Ctr	LC



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

#### 14 Assurance Check

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

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

#### 15 Assurance Check

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

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

16Assurance Check

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

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

#### 17Assurance Check

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

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

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Honesdale HS		316
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 20 feet, 0 inches	580sqft	20
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map HHS 3rd 2022.jpg		

19Assurance Check

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

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

#### 20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wayne Highlands MS		103
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map WHMS 1st 2022.jpg		

21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Honesdale HS		309
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 13 feet, 0 inches	312sqft	11
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map HHS 3rd 2022.jpg		

22Assurance Check

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

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

### 23Assurance Check

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

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

24 Assurance Check

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

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

25 Assurance Check

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



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

26Assurance Check

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

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

27Assurance Check

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

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

28Assurance Check

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

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

29 Assurance Check

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

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

30 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wayne Highlands MS		108
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		
Map WHMS 1st 2022.jpg		

31 Assurance Check

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

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

### 32Assurance Check

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

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

33 Assurance Check

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

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

34 Assurance Check

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

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

### 35Assurance Check

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

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

36 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lakeside Elementary School		47
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 26 feet, 3 inches	695sqft	24
<b>Implementation Date</b>		
2025-03-18		
<b>Uploaded Files</b>		
Map Lakeside 2022.jpg		

37 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Lakeside Elementary School		50
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 26 feet, 3 inches	695sqft	24
<b>Implementation Date</b>		
2025-03-18		
<b>Uploaded Files</b>		
Map Lakeside 2022.jpg		

### 38 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lakeside Elementary School		14
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 0 inches x 10 feet, 0 inches	130sqft	4
<b>Implementation Date</b>		
2025-03-18		
<b>Uploaded Files</b>		
Map Lakeside 2022.jpg		

39 Assurance Check

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

## Special Education Support Services

### 40Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1.0	District Wide	District
Other	1.0	District Wide	District
Paraprofessionals	10.5	Secondary	District
Paraprofessionals	23	Elementary	District
School Psychologist	1.0	District Wide	District
School Psychologist	0.5	District Wide	Contractor
Physical Therapist	0.33	District Wide	District
Occupational Therapist	2.0	District Wide	District
Social Worker	2.0	District Wide	District
Guidance Counselor	3	Elementary	District
Guidance Counselor	5	Secondary	District
Other	4	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Intermediate/Advanced Verbal Behavior Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erika Cavanaugh, Asst. Director of Special Education		2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	District PaTTAN	Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Quality Indicators of Emotional Support Programs - Training, Discussion, and Improvement Planning with ES Teams/Providers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Amanda Kerna/Director of Special Education		2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	8	District Intermediate Unit	Paraprofessionals Special Education Teachers Other

### Paraprofessional

<b>Description of Training</b>
Confidentiality

Lead Person/Position		Year of Training	
Amanda Kerna, Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

### Transition

Description of Training			
Indicator 13 and 14 Regulations and requirements			
Lead Person/Position		Year of Training	
Erika Cavanaugh/ Asst. Director of Special Education/Transition Coordinator		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

### Science of Literacy

Description of Training			
Progress Monitoring in Literacy			
Lead Person/Position		Year of Training	
Amanda Kerna /Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience

3	3	District Other	Special Education Teachers
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### Parent Training

Description of Training			
Transition - Family Information Night, Agency Night			
Lead Person/Position		Year of Training	
Erika Cavanaugh/ Asst. Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Parents Other

### IEP Development

Description of Training			
IEP Process: Updates and Reminders			
Lead Person/Position		Year of Training	
Amanda Kerna /Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers



## Signatures & Affirmations

Approval Date

### Uploaded Files

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

**Superintendent/Chief Executive Officer**

**Date**



