

Wallenpaupack Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

2552 Route 6
 Hawley, PA 18428
 (570)226-4557
 Superintendent: Michael Silsby
 Director of Special Education: Tanya Carrelle

Planning Committee

Name	Role
Chris Caruso	Administrator: Professional Education Special Education Schoolwide Plan
Mark Kirsten	Administrator: Professional Education Special Education Schoolwide Plan
PJ Karpiak	Business Representative: Professional Education Special Education Schoolwide Plan
Lisa Smith	Community Representative: Professional Education Special Education Schoolwide Plan
Kathy Seagraves	Ed Specialist - Instructional Technology: Professional Education Special Education Schoolwide Plan
Elizabeth Kromko	Ed Specialist - Other: Professional Education Special Education Schoolwide Plan
Mark Watson	Ed Specialist - Other: Professional Education Special Education Schoolwide Plan
Jen Gaetens	Ed Specialist - School Counselor: Professional Education Special Education Schoolwide Plan
Nathan Heinly	Ed Specialist - School Counselor: Professional Education Special Education Schoolwide Plan
Shawn Knisely	Ed Specialist - School Counselor: Professional Education Special Education Schoolwide Plan
Karlina Schmidt	Ed Specialist - School Counselor: Professional Education Special Education Schoolwide Plan
Becky Dutko	Elementary School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Cheryl Flynn	Elementary School Teacher - Regular Education: Professional Education Special Education

	Schoolwide Plan
Lisa Ostrowski	Elementary School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Angela Ey	Elementary School Teacher - Special Education: Professional Education Special Education Schoolwide Plan
Kevin Spager	Elementary School Teacher - Special Education: Professional Education Special Education Schoolwide Plan
Ruth Swenson	Elementary School Teacher - Special Education: Professional Education Special Education Schoolwide Plan
Aimee Wentzel	High School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Kristen Nalesnik	High School Teacher - Special Education: Professional Education Special Education
Missy Regenski	High School Teacher - Special Education: Professional Education Special Education Schoolwide Plan
Valerie Askey	Middle School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Sherman Bronson	Middle School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Brittany Davis	Middle School Teacher - Regular Education: Professional Education Special Education Schoolwide Plan
Jen Albion	Parent: Professional Education Special Education Schoolwide Plan
Tanya Carelle	Special Education Director/Specialist: Professional Education Special Education Schoolwide Plan
Dan Nalesnik	Special Education Director/Specialist: Professional Education Special Education Schoolwide Plan
Jay Starnes	Student Curriculum Director/Specialist: Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 632

Identification Method

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

Wallenpaupack Area School District utilizes the Discrepancy Model for identifying students with specific learning disabilities. If a student exhibits a discrepancy between cognitive capacity and achievement on applicable cognitive and achievement assessments, then an identification of a specific learning disability may be identified in the areas oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

Enrollment

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

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

A review of our data for the 2018-2019 school year indicates a difference of 3.4 between the LEA ES (5.1) and the State ES (8.5) and a difference of 3.3 between the LEA SLD (37.3) and the State SLD (40.6), showing higher state identification. However, our LEA OHI (22.5) and State OHI (16.4) indicates a difference of 6.1, showing higher district identification. Our largest group represented in this category is students with ADHD. Our school psychologists have expertise in identifying this disability and distinguishing it from "Emotional Disturbance" and "Specific Learning Disability" where our numbers are lower than the state average. Also, often by the Middle School the students with ADHD serviced under Section 504 require specially designed instruction and exhibit the need for an IEP.

No other categories show a significant difference from the state averages.

Non-Resident Students Oversight

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

Currently, Wallenpaupack does not have any programs that fall under this category. If a program was to open in our district, we would follow all guidelines. As the host district, we would be responsible for the education of those students. Students who are residents of a 1306 Program would be enrolled in the district in the same fashion as residents of the district.

Students who were identified as special education students would be referred to the Special Education Office. The current ER/RR and IEP would be reviewed by the Director of Special Education and appropriate placement would be determined at an intake meeting. If appropriate, every attempt would be made for the parents of the student to be contacted for participation in the meeting. Determination for placement would be based on the record review and team input. The regular education environment would always be considered as the first placement option.

Currently, the district does not anticipate any barriers for meeting obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

The School District provides a part-time teacher at the Pike County Correctional Facility. An itinerant special education teacher is assigned to the program to instruct any students with IEPs. We follow Chapter 14 regulations in locating, identifying, evaluating, and offering FAPE to eligible students. The Director of Special Education directly supervises this program. As part of the intake process, they are given a form by the teacher to complete upon arrival at the Correctional Facility. We secure records on each inmate from the Corrections Education Records Center. Child find information is posted at the correctional facility. Evaluations are performed and IEPs are developed according to all Chapter 14 regulations.

Least Restrictive Environment

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

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

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

All students within the school district will be provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Prior to referral for a Multidisciplinary Evaluation (MDE), students are screened by either the Student Assistance Team, or the Child Study Team. In both instances, parents are involved throughout the process. Parent involvement is of the utmost importance to the staff within the district. The District Elementary Student Assistance Teams comprise Educational Interventionist, School Counselor, Crisis Counselor (all full-time positions in each elementary school), School Psychologists, Principal, Reading Supervisor, Nurse, Title I Reading and Math Interventionists, classroom teachers and related service providers and meet weekly. Only when all regular education options have been exhausted, including contact with outside agencies, instructional accommodations, and curricular modifications is a student referred for a multidisciplinary evaluation. Once a student is identified, every effort is made to educate the students in regular education environment. The district provides supplementary aids and services in the regular education classrooms. These include; assistive technology, adaptations and modifications to curriculum and assessments as recommended by school psychologist and special education personnel, environmental modifications, training for personnel, social/behavioral support through positive behavior support plan if applicable, and additional support from a paraprofessional and/or teacher in the regular education classroom.

The school district offers a full continuum of programs and levels of intervention for students with disabilities. Each student's case is taken individually, and individual decisions are made on a case-by-case basis. Programs include Learning Support, Life Skills Support, Multiple Disabilities Support, Emotional Support, Autistic Support, Hearing Impaired Support, Blind/Visually Impaired Support, Physical Support, and Speech and Language Support. With this variety of programs, we are able to serve the needs of the majority of students within their home district. Levels of intervention range from itinerant intervention within the regular classroom to full-time support programs. Program decisions are made by the IEP team with the parent playing a major role. We operate under the principle of Least Restrictive Environment to meet students' needs. All of our students are integrated to the highest extent possible. Students are supported in regular education, students receive direct instruction in reading and/or math as identified by need, all students (even full-time) participate in all special area classes. Students are supported in regular education classes by utilizing the co-teach model in the ELA classroom. Students may also be supported by using Paraeducators and Personal Care Assistants, all who are highly qualified. The districts works cooperatively with service providers that provide TSS, Behavioral Support, Mobile Therapy, Family Therapy, and Case Management to our students. The school district is part of a consortium with two neighboring school districts. Through this consortium we are able to meet the needs of our low-incidence population students and provide the following services: Life Skills Support, Multiple Disabilities Support, Autistic Support, Emotional Support, Partial Hospitalization, Social Work, Physical Therapy,

Occupational Therapy, Hearing and Vision. We have a Board Certified Behavior Analyst (BCBA) on staff who works with students at risk for a more restrictive setting and their families. This process has been very successful in maintaining students with challenging behavior in the regular school setting. When a student's needs cannot be met within the district or consortium we utilize center-based programs provided by the Intermediate Unit and /or private providers. When this occurs, we work closely with the family to secure their input in the process. It is important for the family to know that even though the student is placed outside the district they are still our student. We participate in all IEP and progress monitoring meetings. We ensure that the students are able to participate in extra-curricular and athletic activities and develop plans to transition the students back to the district.

We have provided a great deal of training to teachers in the area of meeting the needs of diverse students. Teachers express a continued need for this type of training. We have an active Act 48 committee with representation from special and regular education teachers, administrators, and specialists. This committee completes needs assessments and recommends training as needed in the district. Professional Learning Communities have been established for consistent and ongoing professional development. The training is delivered in a variety of ways, including targeted training for specific needs and ongoing training in district initiatives. We utilize a variety of sources for training including PaTTAN, Intermediate Unit, conferences, webinars, and trainers and consultants at the district. Also, the district has had training for the entire faculty and staff by our special education attorneys. The classroom teacher plays a major role regarding the success of an included student. It has been most helpful for special education teachers to work with regular education teachers regarding teaching exceptional students. We have common planning times for the teachers, we employ co-teaching, and comprise teams of teachers, both special and regular education. We also provide paraeducators and Personal Care Assistants to support students in regular education classes. Much of this is due to administrative support and assistance. A great deal of planning each year is done with each building principal to ensure the best possibilities for schedules to allow maximum integration. Successful integration happens only with careful planning and common goals. Students volunteer to peer tutor students with disabilities. We have creative arts classes in our high school where students with and without disabilities are paired up for the entire course. Students with disabilities are involved in special activities, plays, concerts, shop projects, art projects, extra-curricular activities, sports including Unified Bocce and Unified Track and Field, etc. The list is endless. Secondary age students with disabilities tutor younger students through a work study program. We are always open to new opportunities for students.

The SPP Targets for Educational Environments (12/1/2018) indicate the following: SE Inside Regular Class 80% or More - District 70.4%, State 61.5%, SPP Target 61.5% (surpassed target). SE Inside Regular Class Less Than 40% - District 5.3%, State 9.4%, SPP Target 9.4% (surpassed target). SE in Other Settings - District 3.0%, State 4.8%, SPP Target 4.6% (surpassed target). The district has adopted co-teaching for ELA in all grade levels and utilize the regular education environment to provide instruction when it meets the needs of the student.

Behavior Support Services

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

The district has two board policies regarding behavioral support for students with disabilities. These are Policy 113.1 Positive Behavior Support and Policy 113.2 Discipline of Students with Disabilities. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including de-escalation, restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The District's School Psychologist is certified as a Trainer by the Crisis Prevention Institute (CPI). She provides ongoing CPI training, which includes recognizing the phases of escalation and how to successfully intervene to de-escalate a student, as well as safe and legal restraint training. The district has a Board Certified Behavior Analyst (BCBA) on staff who provides training on Positive Behavior Interventions, Functional Behavior Assessments (FBA), and Positive Behavior Support Plans (PBSP). She performs FBAs, writes PBSPs and works with parents on positive behavior interventions within the home. Each of our buildings has a Crisis Counselor who also performs FBAs and develops PSSPs for students. We have three Social Workers to work with our students in the Emotional Support programs. They perform FBAs and develop PBSPs for their students. They provide counseling and instruction in areas of need exhibited by the students to help in their successful integration in the buildings. They also provide ongoing support and training to parents. We participate in training offered by PaTTAN in the area of positive behavior support, classroom management, and de-escalation. The South Elementary School participates in PDE's School-Wide Effective Behavior Support Model (SWEB) and receives consultation as needed.

In addition, each building has a crisis response team who are trained to respond when needed. The district participates with various service providers who provide Behavioral Health Services within

the district. TSS, Behavior Consultation, Mobile Therapy, Family Therapy, and Case Management all occur within our schools. Drug and Alcohol and Probation utilize our buildings and have offices within the high school. All of these individuals are represented on each buildings Student Assistance Teams as needed.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations.

The requirements apply not only to students already determined to be eligible under the IDEA but also for those whom, (1) the parent has expressed concern in writing to the child's teacher or to district administrative or supervisory personnel that their child needs special education; (2) the parent has requested, and not yet received, an evaluation of the child for special education; or (3)

the child's teacher or other district staff member has expressed specific concern to the special education director or other district supervisor about a pattern of behavior demonstrated by the child. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Wallenpaupack collaborates with Friendship House in providing a School Based Mental Health Clinic and School Based Tele-Psychiatry. We also contract with Friendship House to provide a full-time licensed therapist in our schools. We provide a location in our buildings for these services so that our families do not have to travel or miss school.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

We are not having difficulty insuring FAPE to a disability category. We are part of a consortium with two neighboring districts to serve students with low incidence disabilities. The major difficulty for

our families is securing mental health services and the amount of time waiting for appointments, psychiatric evaluations, etc. However, students are not waiting for educational placements.

The district has ongoing communication with service delivery providers. The problems with the providers involve the distance families have to travel for services (often an hour one way) and the lack of personnel within the agencies (i.e. no psychiatrists, counselors, TSS, etc.). The agencies try to maintain quality staff but are unable to do so. We participate on the CASSP and Interagency Teams in both counties within our school district. We often hold the meetings in our schools and allow for evaluations to take place here. We have contracts with the Mental Health, Behavior Health, and Developmental Disabilities providers, Drug and Alcohol providers, and Probation to service students in our schools, thereby assisting families with the problem of driving to the providers. We partner with Friendship House to provide a Full-time School Based Therapist, School Based Mental Health Clinic, and School Based Tele-Psychiatry. Many of us have driven students to appointments and have personally given gas money to the parents who couldn't afford it. We have participated in Public Hearings in each county to address these issues for many years.

Within our consortium with our two neighboring districts we have school-based partial hospitalization programs. In the partial hospitalization programs Children's Service Center provides the psychiatrist, therapists, and partial directors and the districts provide the teachers and paraeducators. MA pays for the treatment component and the district pays for the educational component. This program is offered K - 12.

Our Guidance Counselors, Crisis Counselors, Social Workers, and Special Education Director all assist families in securing services and Medical Assistance for their children. These services are vital to our families while the student is in school as well as when they transition out of school. We have contacts within the Public Welfare Offices to help us with the process. Many families would not know about these benefits without the school providing this information. Of course, the Medical Access Card is needed to receive Behavioral Health Services, which are often needed for the children in the school. We participate with a team in securing these services such as TSS, Behavior Management, and Mobile Therapy. These services when successful can help prevent more restrictive settings for the students.

When the district cannot meet the needs of a student within the district or consortium, we utilize center-based programs provided by the Intermediate Unit and /or private providers. When this occurs, we work closely with the family to secure their input in the process. We visit programs with them and ensure that they are comfortable with the program before the student is placed. It is important for the family to know that even though the student is placed outside the district they are still our student. We participate in all IEP and progress monitoring meetings. We ensure that the students are able to participate in extra-curricular and athletic activities and develop plans to transition the students back to the district.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Pike County	Incarcerated	District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Center for Discovery	Out-of-State Schools	Autistic Support	1
New Story	Other	Autistic Support and Emotional Support	3
Marywood University - SOAR	Other	Autistic Support	1
Lakeside Elementary	Neighboring School Districts	Partial Hospitalization - Emotional Support	2
NEIU Learning Campus	Special Education Centers	Emotional Support	2
PA Treatment and Healing	Other	Emotional Support in an alternative setting	1
Wayne Highlands Middle School	Neighboring School Districts	Partial Hospitalization - Emotional Support	2
Lakeside Elementary	Neighboring School Districts	Autistic Support	2
Lakeside Elementary	Neighboring School Districts	Autistic Support	2
Devereux Brandywine	Other	Residential Program	3
George Jr Republic	Other	Juvenile Detention Center	2
Graham Academy	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	10	0.2
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	16	0.8
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: March 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	40	0.8
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.2
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: March 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	40	0.8
Locations:				
North Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.2
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: March 1, 2016***PROGRAM SEGMENTS**

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

Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 13	8	1
Justification: In a rural school district, we do not have the need for several multi-disability classrooms. Students are group with like-ability peers and waivers have been signed by parents.				
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	40	0.8
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.2
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	40	0.8
Locations:				

South Elementary	An Elementary School Building	A building in which General Education programs are operated		
------------------	-------------------------------	---	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	4	0.2
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	40	0.8
Justification: Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	4	0.2
Justification: Although the caseload is out of age range, students who exceed the age range variance are not together at the same time.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Also has Itinerant students now.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.2
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	40	0.8

Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	40	0.8
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.2
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Teacher now has itinerant students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.2
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	40	0.8
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	40	0.8
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.2
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Teacher now has itinerant students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.2
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	40	0.8
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

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

Program Position #16*Operator:* Multiple Districts**PROGRAM DETAILS**

Type: Class and Position
Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	15	0.3
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	14	0.7
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class and Position
Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	25	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	10	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class and Position
Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	30	0.6
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
-----------------	----------	-----------	----------	-----

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.4
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	30	0.6
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	8	0.4
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS**

Type: Class and Position
Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: Multiple Districts

PROGRAM DETAILS

Type: Class and Position
Implementation Date: March 28, 2019

Reason for the proposed change: Teacher has both learning support and emotional support students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	6	0.3
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	10	0.2
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.4
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.1
Locations:				

Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		
----------------------------------	--------------------------	---	--	--

Program Position #23*Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.25
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	15	0.75
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

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

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2016

Explain any unchecked boxes for facilities questions: Teacher only works with a couple of students at a time in this location. She spends her time in the regular education classrooms supporting her students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	20	0.4
Locations:				
North Intermediate	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
------------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	30	0.6
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	30	0.6
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	8	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	30	0.6
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	30	0.6
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 28, 2019

Reason for the proposed change: Teacher added middle school itinerants to schedule.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	18	0.36
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.24
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 1, 2016

Explain any unchecked boxes for facilities questions: This teacher caseload is split so that she has no more than 8 students in the room at one time.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	30	0.6
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	1	0.02
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	0.98
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: Multiple Districts

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 21	8	1
Justification: This multi-disability support classroom. We live in a rural area and there is not enough				

population to support multiple classrooms.				
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

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

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	8	1
Justification: This is an autistic support classroom located in a rural area. We do not have the population to support multiple classrooms.				
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	25	0.5
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5

Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	25	0.5
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	12	1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 1, 2016*Explain any unchecked boxes for facilities questions:* This teacher has no more than 12 students in her classroom at one time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				

Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
---------------------------	--------------------------------------	---	--	--

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Therapist no longer goes to Primary building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	48	0.74
Justification: This speech therapist sees groups of students with no more than a 4 year age gap.				
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	17	0.26
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Therapist no longer goes to High School.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	20	0.31
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	45	0.69
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Position

Implementation Date: March 1, 2016

Explain any unchecked boxes for facilities questions: This speech therapist groups her students with no more than three in a group.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 1, 2016

Explain any unchecked boxes for facilities questions: This speech therapist groups her students with no more than three in a group.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	26	0.4
Locations:				
North Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: This speech therapist groups students with no more than a 3 year age gap.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 28, 2019

Reason for the proposed change: Therapist does not go to Primary, but does go to Middle School.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	60	0.92
Justification: This speech therapist groups students with no more than a 3 year age gap.				
Locations:				
North Intermediate	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
------------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	5	0.08
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44

Operator: Multiple Districts

PROGRAM DETAILS

Type: Position

Implementation Date: March 1, 2016

Explain any unchecked boxes for facilities questions: This position supports students within general education classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	3	0.06
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	4	0.08
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	5	0.1
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	4	0.08
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	4	0.08

Justification: Teacher sees students individually or in small group and does not go outside the age range in

groups.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 28, 2019*Reason for the proposed change:* Teacher may travel to any buildings.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	5	0.1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	3	0.06
Justification: Teacher sees students individually or in small groups. Age range is not greater than 3 years in groups.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	5	0.1
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 11	3	0.06
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 14	4	0.08
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

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

Program Position #47

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 1, 2016

Explain any unchecked boxes for facilities questions: Speech therapists works with groups of no more than 3.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: This speech therapists works with individual students or small groups and members of the group do not exceed the age range.				
Locations:				
North Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 28, 2019

Explain any unchecked boxes for facilities questions: This teacher co-teaches in a regular education classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	40	0.8
Locations:				
Wallenpaupack North Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.2
Locations:				
Wallenpaupack North Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 28, 2019**Explain any unchecked boxes for facilities questions: This teacher co-teaches in the regular education classroom.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	40	0.8
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.2
Locations:				
Wallenpaupack North Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 28, 2019**Explain any unchecked boxes for facilities questions: This teacher co-teaches in a regular education classroom.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	30	0.6
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.4
Locations:				
Wallenpaupack Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 28, 2019*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Wallenpaupack Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	15	0.75
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	12	0.25
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	15	1
Locations:				
Wallenpaupack Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* Multiple Districts**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	20	1

Locations:				
Wallenpaupack Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director, Special Education	Various Buildings	1
Assistant Director, Special Education	Various Buildings	1
School Psychologist	Various Buildings	2
Social Worker	North Intermediate and Middle School	1
Social Worker	High School	1
Physical Therapist Assistant	Various Buildings	0.25
Paraeducators	Various Buildings	33
Personal Care Assistants	Various Buildings	8
Transition Coordinator	Wallenpaupack High School	1
Occupational Therapist	Various buildings	1.75
Physical Therapist	Various buildings	0.25
Social Worker	Various Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	60 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Each school year the special education teachers, paraeducators, and parents working with students on the Autism Spectrum will receive ongoing consultation and training on Applied Behavior Analysis with the following sequence:</p> <ul style="list-style-type: none"> Discreet trials Manding Motivating operations Reducing disruptive behaviors De-escalation Instructional pacing Effective transitions and integration Communication skills Functional Behavior Assessment Positive Behavior Support Plan <p>Evidence that action step was implemented will be documentation of training in the individual's "MyLearningPlan" for teachers, training logs and certificates for paraeducators, and training notes for parents.</p>
Person Responsible	Tanya Carrelle, Director, Special Education
Start Date	7/1/2020
End Date	6/30/2023

Program Area(s)	Special Education
------------------------	-------------------

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	8
Provider	WASD School Psychologist (BCBA)
Provider Type	Individual
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (PreK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Ongoing consultation School Psychologist</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Evidence of educational benefit in student IEPs</p>

Behavior Support

Description	<p>Each year all faculty and staff in the special education department will receive training on the district's Behavior Management Policies. Training will include Classroom and Behavior Management, Functional Behavior Assessment, Positive Behavior Support Plans, De-escalation Techniques, and Safe Crisis Management.</p> <p>Teachers and paraeducators as targeted by need in their program will receive de-escalation and restraint training by the Crisis Prevention Institute (CPI).</p> <p>Evidence that action step was implemented will be documentation of training in the individual's "MyLearningPlan" for teachers and training logs and certificates for paraeducators. Also participates passing the assessment will receive CPI certificates.</p>
Person Responsible	Tanya Carrelle, Director, Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	105
Provider	Director, Special Education and School Psychologist as certified CPI trainer

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of FBA and PBSPs
Evaluation Methods	Assessment Certification by CPI

Paraprofessional

Description	<p>Each year all paraeducators will receive training in the following areas:</p> <p>Technology</p> <p>Transition, Career Cruising</p> <p>Assessments (PSSA, Keystone, CDT)</p> <p>Bullying</p> <p>Safety</p> <p>Crisis Prevention Institute (CPI)</p> <p>Direct Instruction Programs</p> <p>Disabilities</p> <p>Individual Health Plans</p> <p>Evidence that action step was implemented will be documentation in training logs and certificates for paraeducators.</p>
Person Responsible	Daniel Nalesnik Assistant Director, Special Education and Lisa Tait, Reading Supervisor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	60
# of Participants Per Session	40
Provider	Daniel Nalesnik, Director, Special Education
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Portfolio Certificate of Participation

Reading

Description	<p>Each year special education teachers will receive training on the direct instruction reading programs utilized in the special education program. Special Education teachers will also receive side by side training with regular education teachers in general education curriculum and strategies including Reading Apprenticeship.</p> <p>Each year the special education teachers will receive training on progress monitoring of IEP goals to monitor educational benefit to include: Aims Web</p>
--------------------	---

	probes, Easy CBM, and DIBELS Next. Evidence that action step was implemented will be documentation of training in the individual's "MyLearningPlan" for teachers and training logs and certificates for paraeducators.
Person Responsible	Daniel Nalesnik Assistant Director, Special Education and Lisa Tait, Reading Supervisor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	10
Provider	Educational Consultants and Trainers; Assistant Director, Special Education
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers

	Paraprofessional New Staff
Grade Levels	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Transition

Description	<p>Each year special education teachers and paraeducators will receive training in the following areas:</p> <ul style="list-style-type: none"> Assessment Agency Involvement Post-secondary education/training Community experience Work experience Independent Living Supported Living
--------------------	--

	IEP development of transition plans Evidence that action step was implemented will be documentation of training in the individual's "MyLearningPlan" for teachers and training logs and certificates for paraeducators
Person Responsible	Transition Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	36
# of Participants Per Session	30
Provider	Transition Coordinator
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers School counselors Paraprofessional Related Service Personnel Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion Lesson modeling with mentoring Development of appropriate transition plans in IEPs</p>
Evaluation Methods	<ul style="list-style-type: none"> • Review of Transition Elements in student's IEPs

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer