

Pocono Mountain SD

**District Level Plan**

07/01/2017 - 06/30/2020

# District Profile

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## Demographics

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

## Planning Process

The direction of the Pocono Mountain School District and the accomplishments of the students we serve will be guided to a great degree by the efforts and actions of the Comprehensive Planning Team. Due to the importance of the task at hand, much thought and consideration was given to the creation of this team. The team is comprised of parent representatives, business representatives, support staff representatives, community representatives, teacher representatives, educational specialist representatives and administrative representatives. This diverse team of stakeholders worked collaboratively to establish the necessary and meaningful strategic goals that will influence district decision-making at all levels over the next six years. The tasks undertaken, and the efforts expended by all participants, were carefully planned and guided by the process and requirements established by the Pennsylvania Department of Education.

January/February/March 2016:	Comprehensive Planning Administrative Team Formed
February 19, 2016:	Initial Prep Meeting - Administrative Team
March 15, 2016:	Second Prep Meeting - Administrative Team
March 16, 2016: Representatives	Board Appointment of Parent/Community/Business
April 7, 2016:	Comprehensive Planning Committee Meeting
April 14, 2016:	Middle Level Meeting
April 14, 2016:	High School Meeting
April 18, 2016:	Elementary Primary Meeting

April 21, 2016:	Elementary Intermediate Meeting
April 28, 2016:	Comprehensive Planning Committee Meeting
September 2016:	Complete District Level Plan
September 2016:	Communicate District Level Plan to Schools
September 2016: at IU 20	Request Feedback from Comprehensive Planning Review Team
October 2016:	Post the Comprehensive Plan for Public Review and Comment
October 2016:	Present the Comprehensive Plan to the School Board
November 2016: School Board for Approval	Present the Final Version of the Comprehensive Plan to the
November 2016:	Submit Comprehensive Plan to PDE

## **Mission Statement**

**The mission of the Pocono Mountain School District is to prepare all students for tomorrow's challenges and opportunities.**

## **Vision Statement**

**The vision of the Pocono Mountain School District is to create a culture of achievement, improve student performance, maintain safe schools, and promote strong character.**

## **Shared Values**

### **Shared Values**

The Pocono Mountain School District will promote district-wide core values that:

- Create the opportunity for all students to learn in an environment with appropriate supports that maximizes their potential
- Expect that all students will be active participants in their education
- Foster an environment in which all members of the school community are respected and valued
- Promote active citizenship of all of the school community members

- Encourage personal and professional growth of all members of the school community
- Foster the collaboration of all members of the school community to continuously improve the operational effectiveness and efficiency of the district

### Belief Statements

<p><b><u>Students: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. All students have value and share in the responsibility for their success in the educational process.</li> <li>2. All students possess unique strengths and needs.</li> <li>3. All students are to be respectful and respected.</li> <li>4. All students need the opportunity to learn in an educational program that maximizes their potential.</li> </ol>	<p><b><u>School Community: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. The school community must be respectful and responsive to its diverse composition.</li> <li>2. The school community creates an environment that supports each student at his or her individual level.</li> <li>3. The school community is apprised of the inherent worth and financial value of a vibrant public school system.</li> </ol>
<p><b><u>Teachers: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. Teachers foster futuristic thinking and learning among all students.</li> <li>2. Teachers and parents are strategic partners in the success of the student.</li> <li>3. Teachers continue to grow in their professional development.</li> <li>4. Teachers recognize individual differences in each child and help each to meet his or her potential.</li> <li>5. Teachers are humanistic and flexible in their styles and approaches.</li> </ol>	<p><b><u>Parents and Guardians: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. Parents and guardians provide continuous positive involvement in the educational process.</li> <li>2. Parents and guardians support educators in educational programs and district discipline to enable students to be in a safe environment conducive to learning.</li> <li>3. Parents and guardians communicate with students and educators.</li> </ol>
<p><b><u>School Board: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. The School Board is accountable to the community for providing a public forum and considering community input in</li> </ol>	<p><b><u>Administrators: We believe that...</u></b></p> <ol style="list-style-type: none"> <li>1. Administrators utilize community resources and input in the decision-</li> </ol>

<p>decision making to ensure solutions to educational issues.</p> <ol style="list-style-type: none"> <li>2. The School Board pursues all available avenues to encourage longevity among district personnel for the purpose of educational consistency.</li> <li>3. The School Board develops the educational process to its highest standards by providing the necessary resources needed to promote a fair and equitable learning environment.</li> <li>4. The School Board develops short and long range plans to provide financial security for the district's future growth and development.</li> <li>5. The School Board investigates all avenues of funding to increase revenue for public education.</li> </ol>	<p>making process.</p> <ol style="list-style-type: none"> <li>2. Administrators make decisions consistent with the mission statement of the district.</li> <li>3. Administrators take a visionary and proactive role in the operation of the district.</li> <li>4. Administrators are committed to personal and professional growth and development.</li> <li>5. Administrators plan and implement a safe and positive learning environment.</li> <li>6. Administrators encourage excellence and innovation as they assist teachers in implementing the district curriculum.</li> <li>7. Administrators focus on positive communication between families and schools.</li> <li>8. Administrators maintain a sound fiscal operation.</li> </ol>
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## Educational Community

**Overview:** Pocono Mountain School District (PMSD) a very diverse school district located in Northeastern Pennsylvania, within the heart of the Pocono resort and recreation area. The District spans 305 square miles within seven municipalities and one borough in Monroe County including the Borough of Mount Pocono, and the Townships of Barrett, Coolbaugh, Jackson, Paradise, Pocono, Tobyhanna and Tunkhannock. The District is located near Philadelphia and New York City, both of which are approximately 100 miles away.

Townships that comprise the EAST side of the district are Jackson, Pocono, Paradise, Barrett and Mount Pocono Borough. The WEST side of the district is made up of Tobyhanna, Tunkhannock and Coolbaugh Townships. Note: The small area east of Route 380 that is Coolbaugh Township is also part of the East side of the district.

In addition to the regional resort industry, private and public business entities that support the local economy include medical care centers (i.e. Pocono Medical Center); higher education institutions (i.e. East Stroudsburg University and Northampton Community College); retail sales centers (i.e. The Crossings shopping center); various warehouse distribution centers (i.e. Walmart, Johnson & Johnson, and the Fed Express distribution centers); the world's leading vaccine manufacturer, Sanofi

Pasteur; government operated facilities (i.e. the Tobyhanna Army Depot); and the outdoor state and national recreational areas (i.e. Big Pocono State Park, Tobyhanna State Park, Gouldsboro State Park, Beltzville State Park, Hickory Run State Park and the Delaware Water Gap National Area).

The public community resources available to our District residents are typically county government based. The Monroe County services available to our children and their families include Monroe County Children & Youth, Monroe-Pike-Carbon Drug & Alcohol Commission, Carbon-Monroe-Pike Mental Health and Developmental Services, Monroe County Juvenile Probation, Monroe County United Way, Monroe County Salvation Army, Women's Resources of Monroe County, and Monroe County Big Brother / Big Sister.

The Pocono Mountain School District provides an exemplary educational program for the children of our District that includes instruction in all academic areas relevant to their preparation for the future. Pocono Mountain School District is a strong academic community where students build confidence to be college and career ready. All students and staff are active learners engaged in meaningful experiences that promote mutual respect, trust and character. To promote increased student achievement, Pocono Mountain has developed rigorous and comprehensive curriculum that is aligned to Pennsylvania State Standards in all core content areas. A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open-ended situations. The content is not just interesting to students, but involves particular intellectual challenges. An extensive variety of after school activities in the arts, academics and athletics are provided to enrich our students, as well.

It must be noted that the PMSD provides Multi-Tiered Systems of Support (MTSS) which meet the needs of all children. In addition to the regular instruction of the core curriculum, various other opportunities and supports are available to our children including: Special Education services, ESL services, 504 Plan accommodations, Alternative Education for Disruptive Youth program (Pocono Mountain Academy), On-Line Cyber Learning (Pocono Mountain Learning Academy), Monroe County Technical Institution vocational training, Credit Recovery for "At Risk" high school students, Student Assistance Programs and Instructional Support Programs. The District is committed to setting high standards for all students receiving Special Education services. Special Education supports and services in the District include a full continuum of services and are in compliance with federal and state laws. Every student in the District is provided an educational program that fosters independence and success to transition successfully to post-secondary education or the workforce. Students are provided access to the general education curriculum with specially designed instruction based on the student's individual strengths and needs. An alternative curriculum/program will be provided, if and when appropriate, based on the student's individual strengths and needs. Special education supports and services are provided to approximately 21 percent of the total school population of students.

A local county based committee (Monroe County Children's Roundtable) to address any and all concerns of our children in the four (4) existing public school systems of Monroe County has been assembled. Representatives of the school districts including the Pocono Mountain SD, East Stroudsburg ASD, Stroudsburg SD and Pleasant Valley SD meet with representatives of the various

county agencies that impact school aged-children. Concerns relevant to the care and welfare of all children, grades K - 12, are identified, discussed and resolved to the greatest degree possible.

In addition to providing students with core-content area instruction and related services, the Pocono Mountain School District partners with various community organizations in order to provide for community-based activities, such as Youth Association of Pocono Mountain programs, the YMCA, as well as social work programs and services, such as Project One to Won and "School to Work."

SCHOOL DISTRICT ENROLLMENT (2015-2016 as of October 2015): Approximately 9,115 students K-12

**High School:**

West High School	1,739
East High School	1,473
The Academy (Alternative)	45
PM Cyber Program	36

**Junior High School:**

West Junior High School	776
East Junior High School	649

**Elementary:**

Clear Run Elementary Center	696
Swiftwater Elementary Center	1,093
Tobyhanna Elementary Center	672
Clear Run Intermediate School	1,115
Swiftwater Intermediate School	902

**Out of District Placement:** 290

**Home Schooled:** 102

Charter School: 106

Cyber School: 335

**EMPLOYEE STATISTICS:**

Decrease)

Faculty: 821

Administrators: 40

Support Staff: 486

**FINANCES:** (2015-2016 Budget – 2 Mil

District Budget (2015-2016): \$207 million

Millage Rate: 139.29

Millage Value: \$924,671

**Education Levels of Faculty/Administrators:**

Bachelor's Degree: 117

Master's Degree: 726

Doctoral Degree: 18

**Other Costs:**

Cyber/Charter School Tuition: \$8.3 million

Colonial IU20 Services Costs: \$6.1 million

MCTI Costs: \$8 million

**STUDENT DATA:**

Students receiving free/reduced lunch: 60.24 percent (2015-16)

Students receiving Special Education services: 21 percent

Students receiving Speech/Language support: 9 percent

Students receiving Gifted Education services: 3 percent



Diversity of Student Body: 48.3 percent White, 24.5 percent African American, 23.4 percent Hispanic, .20 percent Native American/Alaskan Native, 3.6 percent Asian, and Native Hawaiian/Pacific Islander

Limited English Proficiency Students: 286

Homeless Students: 28

Low Income Families: 60.24 percent

## Planning Committee

Name	Role
Anthony Arnold	Administrator : Professional Education Special Education
Thomas Barbush	Administrator : Special Education
Daniel Higgins	Administrator : Special Education
Michael Jones	Administrator : Professional Education
Mark Lemoncelli	Administrator : Professional Education
Cassandra Nazario	Administrator : Professional Education Special Education
John Richards	Administrator : Professional Education
Dr. Catherine Sweeney	Administrator : Professional Education
Tamala Toleno	Administrator : Professional Education
Dr. Mary Beth Gustafson	Assistant Superintendent for Special Education : Special Education
Jeanine Hofbauer	Business Representative : Professional Education
Ron Padula	Business Representative : Professional Education
Roger Deere	Community Representative : Professional Education
Jo Ann Giustra	Community Representative : Professional Education
Ken Gustafson	Community Representative : Professional Education
Barbara Page	Community Representative : Professional Education
Marisol Mantilla	Ed Specialist - Home and School Visitor : Professional Education
Wendy Hammerstone	Ed Specialist - Other : Special Education
Michele Taylor	Ed Specialist - Other : Special Education
Bruce Yerk	Ed Specialist - Other : Special Education

Christopher Lepore	Ed Specialist - School Counselor : Professional Education
Jennifer Odom	Ed Specialist - School Counselor : Professional Education
Patti Dempsey	Ed Specialist - School Nurse : Professional Education
Sarah Brandt	Ed Specialist - School Psychologist : Special Education
Helen Koblish	Elementary School Teacher - Regular Education : Professional Education
Lisa Martin	Elementary School Teacher - Regular Education : Professional Education
Maryann Harrington	High School Teacher - Regular Education : Professional Education
Barry Kwasny	High School Teacher - Regular Education : Professional Education
Michael Loverdi	High School Teacher - Regular Education : Special Education
Kyleen Newlander-Jones	High School Teacher - Regular Education : Special Education
Amy Thomas	High School Teacher - Regular Education : Professional Education
Stephen Werner	High School Teacher - Special Education : Special Education
Jeremy Sawicki	Instructional Technology Director/Specialist : Professional Education
Jackie Finno-Ludka	Middle School Teacher - Special Education : Professional Education Special Education
Jamie Schweppenheiser	Middle School Teacher - Special Education : Professional Education
Wanda Leon-Vega	Parent : Special Education
Sandra Nurse	Parent : Professional Education
Nicole Regan	Parent : Professional Education
Tracey Walter	Parent : Professional Education
Marsha Kloss	Special Education Director/Specialist : Special Education
Carole Lynne Star	Special Education Director/Specialist : Professional Education Special Education
Stacy Kulics	Student Curriculum Director/Specialist : Professional Education

Kathleen Smith	Student Curriculum Director/Specialist : Professional Education
Amy Swingle	Student Curriculum Director/Specialist : Professional Education Special Education
Beth DeLay	Student Services Director/Specialist : Professional Education Special Education
Dr. Elizabeth Robison	Superintendent : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There is no need for the Alternate Academic Content Standards for Math or Reading.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There is no need for the Alternate Academic Content Standards for Math or Reading.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There is no need for the Alternate Academic Content Standards for Math or Reading.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There is no need for the Alternate Academic Content Standards for Math or Reading.

### *Adaptations*

#### **Elementary Education-Primary Level**

*No standards have been identified for this content area.*

#### **Elementary Education-Intermediate Level**

*No standards have been identified for this content area.*

#### **Middle Level**

*No standards have been identified for this content area.*

#### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

Pocono Mountain School District has not developed, expanded or improved the existing Pennsylvania academic standards in any content areas.

## Curriculum

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

- Time dedicated to instruction exceeds state minimum requirements.
- Continue cycle to review and revise curriculum.
- District professional development committee will continue to make recommendations for curriculum related professional development.
- Continue to provide dedicated time for ongoing curriculum review and revision.
- Implementation of the PDE adopted Teacher Effectiveness Tool.
- Data analysis teams have been established and will continue to review student assessment data.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

#### **Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

- Time dedicated to instruction exceeds state minimum requirements.
- Continue cycle to review and revise curriculum.
- District professional development committee will continue to make recommendations for curriculum related professional development.
- Continue to provide dedicated time for ongoing curriculum review and revision.
- Implementation of the PDE adopted Teacher Effectiveness Tool.
- Data analysis teams have been established and will continue to review student assessment data.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing



Processes used to ensure Accomplishment:

- Time dedicated to instruction exceeds state minimum requirements.
- Continue cycle to review and revise curriculum.
- District professional development committee will continue to make recommendations for curriculum related professional development.
- Continue to provide dedicated time for ongoing curriculum review and revision.
- Implementation of the PDE adopted Teacher Effectiveness Tool.
- Data analysis teams have been established and will continue to review student assessment data.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

- Time dedicated to instruction exceeds state minimum requirements.
- Continue cycle to review and revise curriculum.
- District professional development committee will continue to make recommendations for curriculum related professional development.
- Continue to provide dedicated time for ongoing curriculum review and revision.
- Implementation of the PDE adopted Teacher Effectiveness Tool.

- Data analysis teams have been established and will continue to review student assessment data.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### *Modification and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Pocono Mountain School District is committed to setting high standards for students at all mental and physical ability levels. Effective instructional practices contain accommodations and modifications within a full continuum of services and are in compliance with federal and state laws.

Every student in the Pocono Mountain School District is provided an educational program that fosters independence and success to be college and career ready. Students with disabilities are provided access to a rigorous standards aligned curriculum with specially designed instruction and supplemental aids and services based on the student's individual strengths and needs.

The Pocono Mountain School District is committed to delivering instruction for students with special needs in the Least Restrictive Environment (LRE) with specially designed instruction based upon the results and recommendations of a Multi-Disciplinary Evaluation (MDE) and as outlined in the Individualized Education Program (IEP). Least Restrictive Environment means that a student identified as having a disability will be educated with non-disabled peers to the maximum extent appropriate with supplementary aids and services necessary to achieve individual educational goals and objectives.

Finally, Pocono Mountain School District is committed to providing access to a rigorous standards aligned curriculum with supports and services for students identified as mentally gifted. These supports and services encompass the following objectives as outlined in a student's Gifted Individualized Education Program (GIEP): expansion of academic attainments and intellectual skills; stimulation of intellectual curiosity, independence and responsibility; development of originality and creativity; development of a positive attitude toward self and others; and development of desirable social and leadership skills.

Professional development for all teachers on benefits and strategies of Gifted projects, scheduling at secondary and coordination between regular classroom teacher and gifted teacher on possibly planning common projects that benefit both classes.

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

#### **Regular Lesson Plan Review**

- Administrators
- Department Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

- Implementation of the PDE adopted Teacher Effectiveness Tool.
- Instructional faculty and department meetings to promote best practices and grade level meetings at elementary are held monthly.
- Mentors (formal and informal) are provided as needed.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

- Although there are no formal instructional coaches, building administrators, content area supervisors, reading and math specialists, instructional support teachers, and special education supervisors provide support to teachers.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of	Full Implementation

gifted students.	
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If necessary, provide further explanation. (Required explanation if column selected was N/A)

#### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was N/A)

#### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was N/A)

#### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

N/A

### *Recruitment*

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Pocono Mountain School District has consistently focused on recruiting and acquiring properly Pennsylvania Department of Education certificated professional educators to address the learning needs of our students. Recruitment is based on the overall needs of our District considering the established curriculum and instruction. Furthermore, it is essential to ensure 100% of the District professional staff are Highly Qualified as per PDE standards. During recent years our District has experienced significant decline in student enrollment, which required the consolidation of school programs and reconfiguration of grade level assignments. When such transitions have occurred the District administrative team determines the subsequent staffing needs and the qualifications of the professional educators to be reassigned. Professional certifications, experience and previously completed specialized trainings of each individual is considered. The administrative team ensures that only Highly Qualified Teachers are assigned to instructional positions throughout the District. In fact, the Pocono Mountain School District has attained and maintained 100% Highly Qualified Teacher status for the last 5 consecutive years, as verified by the Pennsylvania Department of Education.

### *Assessments*

#### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 17/18</b>	<b>SY 18/19</b>	<b>SY 19/20</b>
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00

Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00
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### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

### *Local Assessments*

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		
PA Core Standards: Mathematics		X		X		X
Economics		X				
Environment and Ecology		X		X		X
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X				X
History		X				
Science and Technology and Engineering Education		X		X		X
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Unit Post Test	X	X	X	X
Mid Term Exams				X
Final Exams				X
Research Papers		X	X	X
Projects	X	X	X	X
PSSA, PASA	X	X	X	
Keystone			X	X
Performance Tasks	X	X	X	X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Locally Developed Benchmark Assessments	X	X	X	X
DIBELS	X	X		
Study Island Benchmarks	X	X	X	
USA Test Prep				X
CARI			X	X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Observations	X	X	X	X
Questioning Strategies	X	X	X	X
Self and Peer Assessment	X	X	X	X
Student Journals	X	X	X	X
Conferences	X	X	X	X
Exit Slips	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
QPS, RGR, PAST (reading diagnostic assessments)	X	X		
CDTs			X	X
Graphic Organizers/KWLs	X	X	X	X
Pre-test	X	X	X	X

### *Validation of Implemented Assessments*

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X

Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

- Assessments are reviewed by teachers, department supervisors, and building administrators to ensure alignment to content standards.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Teachers, department supervisors and building administrators meet annually to revise and or develop locally administered assessments aligned to the PA Core Standards. Teacher and administrator feedback is utilized to revise or create local assessments.

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Assessment data is housed in the data mining program, Performance Plus and Teacher Access Center (online grade book). Data is reviewed and disseminated quarterly and after successive administrations of the assessment with focus on student strengths and weaknesses.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Information from assessments is used to identify students needing intervention, enrichment, tutoring, small group instruction, individualized support and inclusion in content area remediation classes through a multi-tiered system of supports (MTSS). Teacher instruction is also guided by results of the assessments.

### *Assessment Data Uses*



<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Data is reviewed routinely by data teams as well as teachers and administrators. Monthly meetings are held to promote best practices based on data.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district uses multiple avenues to distribute information about summative assessments to stakeholders.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

All Pocono Mountain School District Schools participate in the district improvement planning process.

1. Schools provide members for the Comprehensive Planning Team.
2. All team members complete a needs assessment by analyzing data in conjunction with District Curriculum Directors.
3. Planning team works with District Curriculum Directors to prioritize needs.
4. District Level Plans that include actions targeted to specific grade levels are developed.
5. District Level Plans are reviewed and revised after new PSSA/Keystone data are released.
6. District Level Plans addressing grade level concerns are implemented.
7. Progress toward the goals established in the action plans is monitored frequently and appropriate steps are taken to ensure success.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems				
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

- The District has an established system to identify staff and visitors. District staff are provided a picture I.D. card with limited building access. These I.D.'s must be displayed as per Board Policy. Visitors must present picture identification and wear temporary passes while in district buildings. A system to identify students through the display of picture I.D.'s does not exist at the present time: However, a trial implementation will occur and pending results, this procedure will be considered for full adoption and implementation.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

#### **POCONO MOUNTAIN SCHOOL DISTRICT GIFTED EDUCATION PLAN AND GUIDELINES**

The State Board's regulations recognize that gifted students are considered to be "children with exceptionalities" under the Public School Code of 1949 and in need of specially designed instruction. The Pennsylvania State Board of Education has developed guidelines to assist local education agencies in meeting the requirements and regulations under Chapter 16. The guidelines are an overview of both acceptable and best practices, procedures, and policies designed to meet the learning needs of gifted students. These guidelines reflect Pennsylvania's continuing commitment to providing educational services appropriate for mentally gifted students that are consistent with their individual needs, outstanding abilities, and potential for performing at high levels of accomplishment. Awareness activities to inform the public of gifted education services and programs and the manner by which these support services and programs may be requested are provided

annually and include, but are not limited to, providing information in the Pocono Mountain School District's newsletter, on the District website, and other media or publication sources.

#### **PHILOSOPHY**

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In accordance with the State Board's regulations set forth at *22 Pa. Code Chapter 16 - Special Education for Gifted Students*, the Pocono Mountain School District provides quality gifted services and programs which meet the unique needs of mentally gifted students. These services enable gifted students to participate in acceleration or enrichment, or both, as appropriate according to their intellectual and academic abilities and unique needs. Gifted Individualized Education Programs (GIEP) for gifted students fit into the array of opportunities available for all exceptional children. These opportunities reflect individual differences, equal educational opportunity, and desire for the optimal development of each child. According to Chapter 16, "programs that are based on sound philosophical, theoretical and empirical foundations are those most likely to benefit gifted students." Programming options in the Pocono Mountain School District allow for a more elaborate, complex, and in-depth study of major ideas, topics, and themes that integrate knowledge in a cross curricular manner. Opportunities are available to develop higher order thinking skills to enable students to recognize existing knowledge and/or generate new knowledge. Students have opportunities for self-initiated and self-directed learning activities based on their prior knowledge, unique abilities, strengths, and interests. Students have opportunities to work with their same ability peers in a variety of settings. Instructional activities offered to students develop critical thinking and problem solving skills and productive interpersonal and social relationships enhance and stimulate the growth and potential of each student.

#### **AWARENESS ACTIVITIES:**

Information regarding opportunities, referral, and screening for Gifted education is available through the District web pages, student handbooks, guidance counselors and building administrators.

#### **Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

A referral for a *Gifted Multidisciplinary Evaluation (GMDE)* may be made by a teacher, parent, or other professional school personnel when the child demonstrates high potential consistent with giftedness or a performance level that exceeds that of other students in the classroom and one or more of the following criteria exist:

1. A request has been made by the student's parents.
2. The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general education classroom.
3. A hearing officer or judicial decision orders a gifted multidisciplinary evaluation.

The referral process includes the following:

1. The professional school personnel or parent notifies the school counselor in the respective home school building of the referral.

2. The school counselor notifies the Multidisciplinary Team and begins the screening process (please refer to the Screening Procedure in the following section) to determine if further assessment is warranted by a certified school psychologist.
3. If the student meets eligibility criteria for further assessment, a certified school psychologist and school counselor, as well as the parent(s) are notified of the findings.
4. A *Permission to Evaluate for Gifted Support (PTE), Parental Rights and Procedural Safeguards, and Parent Input Form* is forwarded by the school counselor to the parent(s) within 10 calendar days, if the student meets the criteria for further assessment.
5. If the Multidisciplinary Team determines that a student does not meet criteria for further assessment, the school psychologist notifies the parent(s) and referring teacher/professional school personnel of the findings, following her/his review of records. At that point, the school psychologist issues a *Notice of Recommended Assignment (NORA)* to the parent indicating that the district is refusing the request for a full multidisciplinary evaluation and the reason for this decision.

Parents may, in writing, request a GMDE once per school term. When a parent's request for a GMDE is received by the District, regardless of the school's screening policy, the evaluation must be completed within regulatory timelines or a NORA is issued to the parent indicating that the District is refusing the request for a full multidisciplinary evaluation and the reason for this decision. The timeline begins from the date the school district receives the signed PTE from the parent.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

When a request is made for a gifted screening, the school counselor will coordinate the screening process in the following manner:

1. Intelligence Screening – the school counselor will utilize an appropriate individual screening instrument which measures the intelligence of the student to determine if he/she meets screening criteria based on multiple factors.
2. Data Collection- the *Gifted Teacher Input Form* (and rating scale as appropriate) will be issued to collect and review educational history to include: grades, formal and informal achievement test results, classroom observations, demographic information, significant family/ social/developmental history, and any intervening variables.
3. Students who meet the screening criteria will be referred for a *Gifted Multidisciplinary Evaluation (GMDE)* to be conducted by a certified school psychologist.
4. A *Permission to Evaluate for Gifted Support, Parental Rights and Procedural Safeguards, and Parent Input Form* is forwarded by the school counselor to the parent(s) within 10 calendar days.

The Multidisciplinary Teams in the Pocono Mountain School District may consider any of the following additional information as part of the overall screening process: *DIBELS, PSSA Scores, Individual or group achievement and/or aptitude tests, Report card grades (indicating continuous high achievement), Record of in-class observations, Rates of Acquisition and Retention, Intervening factors, and team judgment.*

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

**Ability Grouping**

- Arranging students by ability to meet various instructional purposes. These groups are specific to the educational goal to be achieved and can be flexibly formed and reformed as needed.

**Acceleration**

- Access to higher level learning activities and skill development than typically provided in general education to students of the same age. The pacing, complexity and depth of planned coursework are modified as indicated by individual needs. Acceleration may include: planned course compacting/telescoping, subject acceleration, specially designed instruction, credit by examination or performance, interdisciplinary planned courses, distance learning courses, higher education level courses, independent or self-directed study.

**Advanced Placement Courses**

- Planned courses of study in which secondary general education students may gain college credit and/or advanced college placement. Credit is earned by successfully meeting criteria established by higher education institutions on a nationally given and scored advanced placement examination.

**Authentic Assessment**

- A student evaluation technique using student products or performance instead of traditional standardized tests. It allows for greater focus on student individuality and creativity in the learning process.

**Career Based Competitions/Contests**

- Based on interests, skills, area of study, and/or future career goals.

**Cluster Grouping**

- Ability grouping within a heterogeneous classroom.

**Community Based Activity**

- Students conduct service learning projects to connect the district with the school community at large.

**Compacting**

- Elimination of content that the student has already mastered allowing a faster paced learning progression based on the student's rate of acquisition/retention of new materials and skills.

**Continuous Monitoring**

- Students receive appropriate instruction regularly and move ahead as they master content and skills.

**Cooperative Learning Groups**

- Grouping students with varying ability levels often reflecting the full range of student achievement and aptitude to complete a common task and/or project.

**Curriculum Based Assessment (CBA)**

- Assessment that is tied directly to the curriculum. Procedures for determining the instructional needs of the student based upon the student's ongoing performance within existing course content.

#### **Differentiated Instruction**

- An organized, yet flexible way of proactively adjusting teaching content, process, product or environment to meet students where they are and help them to achieve maximum growth as learners.

#### **Distance Learning/Blended Learning/On-Line Learning**

- Provides for communication via video technology, synchronously (at the same time), from one to many delivery points.

#### **Educational Placement**

- The overall educational environment in which gifted education is provided to a gifted student based on individual strengths, interests and needs.

#### **Enrichment**

- In-depth learning experiences that provide interaction with new ideas, skills and topics that enhance the curriculum. These experiences are based upon individual student strengths, interests and needs.

#### **Flexible Grouping**

- Arranging students by strengths, interest and/or need.

#### **Flexible Pacing**

- Provisions that place students at an appropriate instructional level and allows them to move forward in the curriculum as they achieve mastery of content and skills.

#### **Gifted Education -**

Specially designed instruction to meet the needs of a gifted student that is conducted in an instructional setting, provided in an instructional or skill area, provided at no cost to the parents, provided under the authority of a School District, directly, by referral or by contract, provided by an agency, individualized to meet the educational needs of the student, reasonably calculated to yield meaningful educational benefit and student progress and provided in conformity with a Gifted Individualized Education Plan (GIEP).

#### **Group Investigation**

- Students working in small groups on multi-step projects such as: Creative Problem Solving, History Day, Math Counts, Envirothon, STEM/STEAM, and Odyssey of the Mind.

#### **Heterogeneous Grouping**

- Grouping by chronological age level and without regard for the diverse needs of students, their learning styles or their interests. Higher Level Questioning Strategies - Questions and activities using analysis, synthesis, evaluation or other critical thinking skills.

#### **Homogeneous Grouping**

- Grouping by common criteria such as the student's interests, special needs or academic abilities.

#### **Honors/Advanced Course**

- A secondary level planned course designed to be advanced in content, process and product and usually requiring general education students to meet prerequisite criteria before course entry.

#### **Inclusion**

- Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

#### **Independent Study**

- Allowing students to follow individual or self-selected areas of interest by designing and implementing their own study plans. Also called Guided Independent Study or Self-Directed Study.

**Individualized Instruction**

- Content and pacing of instruction geared toward the student's strengths, abilities, needs and goals of the GIEP.

**Instructional Setting**

- A classroom or other place in which students are receiving education generally by a Gifted Support Teacher.

**Interdisciplinary Units**

- Instruction tied together by a key concept or idea. Information and activities are integrated from a variety of disciplines or courses that study a broad topic or concept by gathering and relating information and ideas from multiple subject areas and disciplines.

**Interest Centers or Interest Groups**

- A means of providing students with meaningful study when basic assignments are completed.

**Learning Contract**

- Student and teacher jointly develop a plan for the accomplishment of learning goal(s), which both sign and follow.

**Modifications**

- Changing the objectives within the curriculum to meet the needs of the student.

**Pacing**

- The speed at which content is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal.

**Planned Course**

- The common knowledge and skills in a subject area to be learned by all general education students of a particular age/grade/level as determined and approved by a local School District within the state mandate.

**Portfolio Assessment**

- A collection of student products used to measure student progress and achievement. Such assessment allows for the demonstration of a wide variety of abilities and talents that do not lend themselves to traditional measures. Pre-test - A test given before instruction to determine current level of performance in a specific skill area.

**Process**

- How the student will acquire the content information.

**Product**

- How the student will demonstrate their understanding of the content.

**Skills Inventory**

- An instrument used to describe the student's aptitudes in areas such as leadership, creativity, communication, etc.

**Specially Designed Instruction**

- Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum.

**Support Services**

- Services as required under §16.33 (relating to support services) that assist a gifted student to benefit from gifted education. Examples of the term include: psychological services, parent counseling and education, counseling services, and/or transportation to and from gifted programs to classrooms in buildings operated by the District.

**Tiered Instruction/Scaffolding**

- Use of varied level of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth within the same unit, lesson or theme of instruction.



### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
School Based Behavioral/Mental Health Program	X	X	X	X

Explanation of developmental services:

N/A

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

N/A

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

N/A

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The collaboration between classroom teachers, guidance counselors, administrators, and individuals providing interventions regarding differing student needs and academic progress is an on-going process on a daily basis in the Pocono Mountain School District. Staff collaborate and communicate through a variety of means and methods. Specifically, all buildings have one or more of the following:

- Student Assistance Teams
- Instructional Support Teams/MTSS Teams

- Child Study Teams
- Data Analysis Teams
- Grade Level Teams
- Department Level Teams

Data Analysis Teams (DAT) consisting of all specialists, DAT Coordinator, Administration, Psychologist, Educational Consultant, Teachers, and Guidance meet monthly. Child Study Teams (CST) meet monthly and consists of Building Administration, Guidance, DAT Coordinators, School Psychologist, Nurse, and Supervisor of Special Education. These teams review the individual academic, behavioral, social, and emotional needs of the students based on data, teacher input, parent input, and overall progress. The district implements a multi-tiered approach to providing interventions based on differing student needs and progress. In addition, there is a significant amount of collaboration between teachers through co-teaching between content area teachers and specialists.

**ELEMENTARY LEVEL:**

Below is an outline of the process for addressing differing student needs and academic progress at an elementary level:

**TIER I - Core Instructional Interventions:**

- Tier 1 encompasses all students. In the general education classroom students are taught using research-based instructional methods. Differentiation occurs within each classroom to meet individual student needs. Core programs used are evidence-based and taught with fidelity.
- All Tier 1 students are assessed with benchmark assessments/universal screeners such as DIBELS Next and Study Island. The Data Analysis Team (DAT) analyzes the benchmark data from the universal screeners.
- Students who score Below Benchmark or Well Below Benchmark in DIBELS Next receive diagnostic testing. The DAT Team reviews the universal screening data as well as the diagnostic results to determine what type of extra intervention(s) the students may require.
- Students who are considered to be At Benchmark, but are having academic issues in the classroom can refer that student to the DAT Coordinator. The referring teacher(s) fills out a Student Concern/Data Analysis Form. The DAT Team collaboratively looks at the referral information, data, and strategically determines an action plan for that student.

The Data Analysis Team collaboratively looks at the referral information, data, and strategically groups the student into the appropriate Tier II group based upon ability. The outcome of this meeting will be documented on the Data Information (DIS) Sheet. Parents

and all other school staff are notified of the outcome of this meeting through a letter of notification (If a student is moved to a Tier 2 intervention).

The DAT Coordinator keeps documentation of the students, but will NOT generate the DAT report. This documentation will be the DAT and DIS forms. All students receiving TIER II service will be monitored at the Data Analysis Team Meetings with outcome of each discussion documented.

### **TIER 2 - Strategic Intervention:**

Tier 2 intervention is aligned with Tier 1 instruction and is provided in addition to core instruction. Students identified as needing Tier 2 support, receive strategic small group intervention during What I Need (WIN) time. These students receive small group intervention 3-5 times a week either with the classroom teacher or a support teacher using evidence-based programs. Effective Tier 2 intervention catches students up to peers in core instruction and prevents them from slipping into Tier 3. Students receiving Tier 2 support are progress monitored using DIBELS Next every other week and scores are recorded on the DIBELS.net website.

The DAT Team meets monthly to review student progress. Students receiving Tier 2 support are discussed. The options discussed are:

- Tier 2 support was effective. Based on progress monitoring data, the student met or exceeded his/her goal 4 out of 6 times or on three consecutive intervals. The student is recommended to exit Tier 2 support and receive Tier 1 instruction.
- The student is making progress at Tier 2 and no action is taken.
- The student is not making sufficient progress at Tier 2. One of the following occur:
  - A change in intervention program may be recommended.
  - A change in intervention group/teacher may be recommended.
  - An increase in time/frequency may be recommended.
  - The student is recommended for Tier 3.

### **TIER 3 - Intensive Intervention:**

Tier 3 is intensive intervention and is provided in addition to core instruction. Students who have been identified as needing Tier 3 support receive intensive intervention that remediates students' skill deficits and allows them to return to Tier 2 intervention to catch up with peers. These students receive small group instruction of 3-5 students per group daily with a specialist using evidence-based programs. Students receiving Tier 3 support are progress monitored using DIBELS Next weekly and scores are recorded on the DIBELS.net website. Parents are notified that their child is receiving Tier 3 intervention and documented in the student's permanent folder.

The DAT Team meets monthly to review student progress. The options discussed are:

- Tier 3 support was effective. Based on progress monitoring data, the student met or exceeded his/her goal 4 out of 6 times or on three consecutive intervals. The student is recommended to exit Tier 3 support and receive Tier 2 support.
- The student is making progress at Tier 3 but continued support is needed.
- The student is not making sufficient progress at Tier 3. One of the following occur:
  - A change in intervention program may be recommended.
  - A change in intervention group/teacher may be recommended.
  - Additional supports need to be put into place.
  - The student is recommended for Tier 3.
- No progress is being made. All interventions and supports have been exhausted. The student is referred to the Child Study Team.

When the determination has been made that an initial evaluation is warranted by the Child Study Team, the guidance counselor will contact the parent(s) to review concerns and request consent for the evaluation. The guidance counselor will send a copy of the procedural safeguards, Permission to Evaluate/Request Form, and Parent Input form to the parent(s) for completion.

Upon receipt of the Permission to Evaluation/Request Form, and Parent Input form, the accumulation of assessments will begin in order to establish a comprehensive report necessary for determination of a possible disability and the need for specially designed instructions. Once all assessments, observations, and informal contributions by parent(s) and teachers have been combined within a final written report, the report will be presented to the parent. Eligibility for Special Education Services is determined by reviewing all documentation in addition to a possible discrepancy between ability and achievement.

#### **SECONDARY LEVEL:**

#### **Below is an outline of the process for addressing differing student needs and academic progress at the secondary level:**

The junior and high schools engage in proactive instructional support process designed to address possible student academic, behavioral, emotional, or social difficulties and/or significant deficiencies resulting in the need for more extensive services. Although student progress is documented through progress reports, report cards, and a web-based assignments and grading system accessible to parents, additional contact may be necessary. Specifically, when a student is demonstrating difficulty in making progress within the curriculum content, the teacher providing instruction within that subject area will contact the parent (s) in order to discuss concerns and/or determine possible outside factors that may be impeding the student in making progress within the curriculum instruction. This contact will assist the teacher in determining if factors outside of the school setting may be

impacting the student.

If no external factors are evident, and the student continues to demonstrate difficulties, the teacher will contact the guidance counselor in order to determine if the student is demonstrating difficulties within one academic area, and/or considerations to the implementation of academic interventions prior to formal referral. As interventions are implemented, the teacher will document supports provided, collect data, monitor progress of the interventions.

If student continues to demonstrate difficulties and/or demonstrates the need for significant instructional interventions, the teacher will refer the student to the Child Study Team (CST) for referral for possible consideration of an initial evaluation. The Child Study Team, comprised of the building guidance counselors, school psychologist, building administrator, related service providers, and Supervisor of Special Education, will review all of the documentation presented, including teacher input from all current curriculum areas, outcomes of currently implemented interventions, current state assessment scores, prior academic records, attendance records, and disciplinary records. Additional members may include the school nurse, if medical concerns are also noted.

Upon review of the documentation presented to the CST, recommendations may be made to implement additional and/or alternative interventions, during which time the student's progress would be monitored in order to determine the effectiveness of the interventions. However, if the CST determines that the interventions currently provided are appropriate to provide support to assist the student in meeting his/her academic goals, and also recognizes the possible need for additional assistance, the CST may determine that an initial evaluation is warranted.

When the determination has been made that an initial evaluation is warranted by the Child Study Team, the guidance counselor will contact the parent(s) to review concerns and request consent for the evaluation. The guidance counselor will send a copy of the procedural safeguards, Permission to Evaluate/Request Form, and Parent Input form to the parents for completion.

Upon receipt of the Permission to Evaluation/Request Form, and Parent Input form, the accumulation of assessments will begin in order to establish a comprehensive report necessary for determination of a possible disability and the need for specially designed instructions. Once all assessments, observations, and informal contributions by parents and teachers have been combined within a final written report, the report will be presented to the parent. Eligibility for Special Education Services is determined by reviewing all documentation in addition to a possible discrepancy between ability and achievement.

### **School-Based Behavioral Health (SBBH)**

The Pocono Mountain School District not only addresses academic barriers to learning but also address barriers to learning that involve a student's behavioral/mental health and well being. The district provides School-Based Behavioral Health (SBBH) services within the district in a clinic type setting for students Kindergarten through 12th grade. Components of the program include individual and group counseling, truancy elimination plans, family counseling, and the implementation of various research-based practices/programs. The

SBBH team works collaboratively and cooperatively with all school personnel and are valued members of the Child Study and Student Assistance Teams.

The goals of providing SBBH in the district are to address the mental/behavioral health needs of students in an effort to increase attendance rates, academic achievement, state proficiency rates, inclusion in the LRE, graduation rates, and community involvement. Students, families, schools, and society at large all benefit when schools meet the needs of the whole child by fostering social-emotional skills and identifying and preventing mental health problems early.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Pocono Mountain has certified preschool professional development instructors for preschool and early childhood education through PA Keys. These instructors offer professional development sessions throughout the year to help prepare children for kindergarten. They also coordinate meetings to help with transition as preschool students with special needs prepare to enter kindergarten. Pocono Mountain does not offer or work with community-based before and after school programs.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.



- Pocono Mountain has a Child Find process to help identify preschool children with disabilities. Pocono Mountain works in conjunction with the Monroe County Association for the Education of Young Children to provide these screenings. Screenings are publicized to raise community awareness of this opportunity. Pocono Mountain also works with Colonial IU 20 to offer early intervention testing and services for children entering kindergarten.
- Pocono Mountain does not operate any pre-kindergarten programs. However, Pocono Mountain is contracted to provide space and related services to head start and early intervention programs.
- Teachers in the district are certified transition trainers. They help ease the transition from preschool to elementary school. Transition meetings are held prior to the student's first day in kindergarten. Local preschools are invited to the elementary school each spring to shadow the kindergarten students for a few hours to become familiar with the school.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Detailed inventories of instructional resources are maintained and utilized to ensure materials and resources are aligned and supportive of academic standards. Teachers are informed of availability of resources and materials. The curriculum cycle review schedule supports identification and acquisition of appropriate materials.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Detailed inventories of instructional resources are maintained and utilized to ensure materials and resources are aligned and supportive of academic standards. Teachers are informed of availability of resources and materials. The curriculum cycle review schedule supports identification and acquisition of appropriate materials.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Detailed inventories of instructional resources are maintained and utilized to ensure materials and resources are aligned and supportive of academic standards. Teachers are informed of availability of resources and materials. The curriculum cycle review schedule supports identification and acquisition of appropriate materials.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### High School Level

Material and Resources Characteristics	Status
--	--------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Detailed inventories of instructional resources are maintained and utilized to ensure materials and resources are aligned and supportive of academic standards. Teachers are informed of availability of resources and materials. The curriculum cycle review schedule supports identification and acquisition of appropriate materials.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### *SAS Incorporation*

#### **Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

**Elementary Education-Intermediate Level**

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms

History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Implemented in

Technical Subjects	50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of

	district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in



	50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X

Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

- Professional Development Committee (Building Level, District Level, Administrative Level)
- Content Area Specific Instructional Directors
- Use of Data Analysis
- Use of outside support services
- State Level Mandated Trainings
- District Level Mandated Trainings
- Trainings are facilitated through use of technology and/or face to face instruction - MTSS, CDT, Keystone, Teacher Effectiveness Model, PSSAs, PVAAS, Child Abuse Awareness Training, CPI, CPR/AED/First Aid, SAP Training, Common Core, US Test Prep, Study Dog,

First in Math, LETRS, Suicide Prevention Training, Mental Health First Aid Training, Question, Persuade, Refer (QPR), Restorative Practices, Think Through Math, Wilson Reading Level I Certification, Reading Wonders, CARI, WriterKey, Positive Behavior Interventions and Support (PBIS).

- Annual Professional Development needs survey is conducted
- Professional Development surveys occur after each In-Service Day

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
5/7/2014 Child Abuse Awareness Training by Attorney Erin Grisbach for Support Staff: Administrative Assistants, Bus Drivers, Non-Teaching Assistants, Paraprofessionals and other Support Staff
6/23/2014 Child Abuse Awareness Training by Attorney Erin Grisbach for Professional Staff on In-Service Days - 6/23/14, 6/24/14
11/14/2014 Child Abuse Awareness Training by Attorney Erin Grisbach for Professional and Support Staff
The LEA plans to conduct the required training on approximately:
6/3/2016 Professional Development Days - 6/3/16 & 6/6/16
6/7/2016 In-Service Day
8/23/2016 In-Service Days - 8/23/16, 8/24/16, 8/25/16

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
4/12/2016 Suicide Prevention and Awareness Training: Train the Trainer - Colonial IU 20, 4/12/16 & 4/26/16
The LEA plans to conduct the training on approximately:
8/23/2016 Suicide Prevention and Awareness Training for Staff

8/24/2016 Suicide Prevention and Awareness Training for Staff
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8/25/2016 Suicide Prevention and Awareness Training for Staff
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Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
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Not Applicable for our school entity
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### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

- Professional Development Committee (Building Level, District Level, Administrative Level)
- Content Area Specific Instructional Directors
- Use of Data Analysis
- Use of outside support services
- State Level Mandated Trainings
- District Level Mandated Trainings

- Trainings are facilitated through use of technology and/or face to face instruction - MTSS, CDT, Keystone, Teacher Effectiveness Model, PSSAs, PVAAS, Child Abuse Awareness Training, CPI, CPR/AED/First Aid, SAP Training, PA Core Standards, US Test Prep, Study Dog, First in Math, LETRS, Suicide Prevention Training, Mental Health First Aid Training, Question, Persuade, Refer (QPR), Restorative Practices, Think Through Math, Wilson Reading Level I Certification, Reading Wonders, CARI, WriterKey, Positive Behavior Interventions and Support (PBIS).
- Annual Professional Development needs survey is conducted
- Professional Development surveys occur after each In-Service Day

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We have utilized and addressed all applicable characteristics...

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

- One year induction program for new teachers supported by mentor and administration
- Provide specific trainings
- Inductee experiences cross observations with mentor
- A log of experiences is maintained, reviewed and approved at the end of the induction program

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Needs of Inductees***

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

- Continuous review, revision and implementation of our induction program
- Actively recruit qualified mentors within the district

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

- Continuous review, revision and implementation of our induction program
- Actively recruit qualified mentors within the district

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

- In addition to the initial training for the inductees at the beginning of the school year, these topics are addressed throughout the school year. Professional development is provided to the inductees through members of the district administrative team and designated mentor.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

- The Induction program for newly hired professional staff is reviewed and discussed at the district level and administrative level professional development committee meetings. The individual needs of the Inductees regarding their orientation and transition into the role of instructor are identified through a survey and addressed accordingly. The debriefing of Inductees and Mentors occurs at the conclusion of the school year to assess the effectiveness of the provided professional development. Inductees and Mentors record participation in various scheduled activities and experiences for submission to Central Administration.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)



- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## Special Education

### *Special Education Students*

Total students identified: **2020**

### *Identification Method*

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

### **Referral Process:**

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

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

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

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

### **Evaluation/Identification Process:**

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

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

Formal assessment of the student's intellectual ability (including nonverbal reasoning if speech and language issues exist) and academic achievement (through standardized and curriculum-

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

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

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### ***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>

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

### **Overall percent of special education enrollment**

#### **District vs. State**

. - 21.3% for Pocono Mountain School District vs. 15.6% for the State.

#### Rationale:

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

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

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

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

#### **Specific Learning Disability**

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

#### Rationale:

1. High number of students already identified as SLD transferring into the District.
2. Students moving onto to secondary level where the response to instructional intervention process is not as well established as it is in the elementary settings resulting in increased number of PTE's being issued for evaluations. Seventy percent of the students with disabilities are at the secondary level.
3. Students reenrolling into the District after attending a Cyber/Charter School having been dismissed from special education, but continue to present with a Specific Learning Disability as a result of a reevaluation.

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

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

1. Implementing MTSS at the junior level where many of the students are being identified. This will include additional resources as interventions prior to the evaluation.
2. Re-evaluating all transfer students who are identified with a Speech/Language Impairment but need additional services to determine accurate eligibility classification. Noteworthy: a large percentage of students from New York transfer in to the LEA appear to be inaccurately identified with a Speech/Language Impairment. Hence, the LEA will conduct a re-evaluation.
3. Addressing the significant number of students identified in the intermediate grades with a learning disability in math by providing additional math support and services at a Tier II level in the elementary grades as a means of intervention and prevention.

### *Non-Resident Students Oversight*

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?

Not applicable.

### *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 Pocono Mountain School District and the Monroe County Correctional Facility in cooperation and collaboration with the Stroudsburg Area School District have on-going communication to ensure that all incarcerated students who may be eligible for special education supports and services are located, identified, and evaluated, and when deemed

eligible, offered FAPE. Designated personnel employed by the Stroudsburg Area School District (host district), notifies Pocono Mountain School District staff of any incarcerated Pocono Mountain School District students.

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

### *Least Restrictive Environment*

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.

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

The Pocono Mountain School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily.

An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general education curriculum with supplementary aides and services.

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

1. General education
2. General education with supplementary aids and services in the general education classroom
3. General education with supplementary aids and services utilizing the service delivery model of co-teaching
4. Access to the general education curriculum with supplementary aids and services in the special education classroom
5. Alternative Educational Program/School

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

The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include, but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, behavioral support plans, paraprofessionals, mental health services, and assistive technology and devices.

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

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

1. *Project One-to-Won* - addresses the behavioral/mental health needs of students using various research based practices.
2. School-Wide Positive Behavior Support (SWPBS) - addresses decreasing inappropriate behaviors and increasing appropriate behaviors through extensive training, data collection, and progress monitoring.

3. Access to the general education curriculum - all students have access to the general education curriculum for all content areas with supplementary aides and services. A small percentage of students receive a research-based program, such as Wilson Reading, when progress monitoring results indicate that the student is having difficulty maintaining success in the general education curriculum even when provided supplementary aids and services.
4. Check In/Check Out Program - a research-based intervention program to assist students in achieving school success by developing a positive and trusting relationship with an adult through daily contact with the student.
5. Check and Connect - Secondary based intervention program
6. Second Step Program - fosters the social and emotional development, safety, and well-being of children through education and advocacy.
7. Restorative Practices - emphasizes repairing the harm caused by crime. When victims, offenders and community members meet to decide how to do that, the results can be transformational.
8. Project RENEW: Rehabilitation for Empowerment, Natural Supports, Education and Work. Project RENEW is an individualized, Tier III evidenced-based practice using a person-centered approach to support youth with emotional and behavioral needs.
9. Project Max - Project MAX focuses on building capacity of LEA's and Intermediate Units to provide students with complex instructional needs access to learning grade level academic standards, including the Pennsylvania Core Standards.

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

The SPP Targets and the District's percentages for Indicator 5 has increased from 41.8% of students with disabilities receiving special education services in the general education classroom for 80% of the school day to 54% of student with disabilities receiving for special education services in the general education classroom for 80% of the school day since 2007 to the present. This increase is largely due to the to increase the service delivery model of co-teaching especially at the secondary level. Co-teaching Modules were developed and teachers were provided professional development opportunities in the five essential components of co-teaching; system of beliefs, prerequisite skills, collaboration,



classroom practice and administrative roles and perspectives. In addition, the District conducted professional development activities related to differentiated instruction, universal design for learning, and the use of assistive technology through a LRE improvement plan implemented in the 2007-08 school year. Informal and formal observations were conducted by supervisors and building administrators to assess the effectiveness of the co-teaching partnerships. The District also implemented several research based programs such as Wilson Reading, School-Wide Positive Behavior Support (SWPBS) and a Bullying Prevention Program. The District will continue to focus on increasing the percentage students with disabilities receiving supports and services in the least restrictive environment.

The number of students placed out of the District has decreased significantly since 2008 from an average of 220 students with disabilities placed out of District per year to an average of 90 students with disabilities placed out of the District per year. Students with disabilities are placed out of the District primarily due to drugs, weapons, or serious bodily injury or when behaviors are so severe and needs are so significant that the supports and services cannot be provided in the traditional educational setting. Prior to a student being placed out of the District, the Child Study Team/or IEP team will determine if the student's needs can be met in the District operated Alternative Education for Disruptive Youth (AEDY) program called the Pocono Mountain Academy provided the student meets the PDE referral requirements for an AEDY program. The District has decreased students placed out of the District through the implementation of the Pocono Mountain Learning Academy (cyber program). In addition, to ensure that LRE requirements are met, the District has also implemented *Project One-to-Won* to address the School-Based Behavioral Health needs of students within the District verses placing students out of the District to receive behavioral/mental health supports and services. More information about *Project One to Won* is in the next section on Behavior Support Services.

### ***Behavior Support Services***

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

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

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

Currently, School-Wide Positive Behavior Support (SWPBS) is implemented in all 4 elementary centers. Two of the 4 elementary centers have been identified by PDE as model schools for SWPBS due to their outstanding implementation of SWPBS with fidelity. These schools have been recognized at state conferences and proudly display their recognition banners in their schools.

In addition, selected staff members from various schools have been presenters at various PDE conferences over the past several years on the topic of SWPBS. They present their successes, share ideas, review data, and provide recommendations to participants on the implementation of SWPBS. In addition to presenting, the schools have participated in various poster sessions, which identified their process for SWPBS and the positive outcomes resulting from the implementation of SWPBS.

During the planning process and through the implementation process, the District received training from the staff at Colonial Intermediate Unit 20 (IU 20) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) either on an individual basis or as a SWPBS team. PaTTAN and IU 20 staff continues to support and monitor the implementation of SWPBS. In addition, the District has a District level SWPBS team where one person from PaTTAN and one person from IU 20 are members of this team. The District level SWPBS team meets on a quarterly basis to share ideas, review data, and monitor the progress of the implementation of SWPBS District-wide.

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

### **School-Based Behavioral Health Services**

In September 2006, PDE developed state performance grants available to Districts to build a model School-Based Behavioral Health (SBBH) program. The Pocono Mountain School District was one of 10 Districts out of 69 who received this funding opportunity. Utilizing the grant, the District created a SBBH program in February 2007 titled *Project One-to-Won* in partnership with Youth Advocate Program (YAP). The goal of this program was to provide behavioral health services within the District in a clinic type setting for students Kindergarten through 12th grade. Eighteen students and families were chosen by a team of professionals as a pilot group based on the individual mental health needs of students and families. In addition to

SBBH services, components of the program included individual and group counseling, truancy elimination plans, family counseling, and the implementation of various research-based practices/programs.

In subsequent years, up to and including this school year (2015-16), *Project One-to-Won* continued to flourish and is currently a state recognized model program. The District was awarded the grant every year through 2012 for the purpose of growth and expansion of the program. To date, *Project One-to-Won* has provided behavioral health supports and services to over 800 students since its implementation in 2007.

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

In addition to the benefits to the students in improving behavioral health, staff from *Project One-to-Won* has identified the cost benefit and return on investment with the guidance, support, and assistance of staff from PaTTAN. Providing supports and services within the District versus contracting services or placing students in alternative educational settings has saved the District over 2 million dollars over several years. District staff, as well as staff from *Project One-to-Won*, has presented their data and success stories at local, state, and international conferences.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

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

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

through IU 20's Mental Health CASSP Coordinator.

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

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

The District consults with the Regional Interagency Coordinator (RIC) from the IU 20 for assistance in locating educational placements and services for "hard to place" students with disabilities. If the student requires intensive interagency coordination to access an appropriate educational placement, a meeting will be scheduled with the local interagency team. The Pocono Mountain School District also reports students with disabilities to PDE who are placed on Instruction in the Home or who receive Homebound Instruction so the department can determine if these students require intensive interagency coordination. Supervisors of Special Education within the Pocono Mountain School District attend any training/conferences/workshops provided by the IU 20, PaTTAN, or PDE related to intensive interagency coordination (Cordero Cases). These professional development opportunities are attended at a minimum of once per school year and as necessary to stay current and up-to-date with additional available resources and/or services. The supervisors will in turn train the necessary staff to assist in the process of placing "hard to place" students.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

### **General Information**

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

Programs are available in the Pocono Mountain School District for students with the following disabilities: Learning Disabled, Autism, Deafness/Hearing Impairment, Emotional Disturbance, Intellectually Disabled, Multiply Disabled, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Visual

Impairment including Blindness. Related services are available to assist a student with a disability that necessitates: Specialized Transportation, Adaptive Physical Education, Speech/Language Support, Occupational Therapy, Physical Therapy, Orientation/Mobility Therapy, and Psychological Services. Students with an identifiable disability which limits or prohibits participation in or access to any aspect of the school program can be provided with modifications and adaptations through a Chapter 15 Service Plan. Students with significant behavioral/mental health needs are provided supports and services through the School-Based Behavioral Health program titled *Project One-to-Won*.

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

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

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

### **Specific Strengths and Highlights**

#### **Policy, Programs and Service Delivery**

1. Implemented **School-Wide Positive Behavior Support (SWPBS)** programs at the secondary level.
2. Expanded SWPBS to include the **Bullying Prevention Program and Adopt a Bus.**
3. Continued the service delivery model of **Co-Teaching** in all schools and all levels.

4. Revised the **Section 504 Policy, Independent Educational Evaluations Policy, Homebound Education Policy, Alternative Education Policy, Discipline for Students with Disabilities Policy, and Visitor's Policy.**
5. Hired a **Behavioral Specialist Consultant (BSC)** to assist staff in working with students with behavioral/mental health needs and provide counseling services to these students.
6. Expanded the **Little League Challenger Division** in collaboration with *Big Pocono Little League* for students with disabilities. The Challenger Division is a program for intellectually and physically disabled youth to enjoy the full benefits of Little League participation in an athletic environment structured to their individual abilities. This program was expanded to include basketball, soccer, and cheerleading.
7. Implemented **Boundary Training** for students in Life Skill Support classes through Advocacy Alliance.
8. Expanded **School to Work Program -** for High School students with intellectual disabilities who are provided community based instruction in collaboration with local businesses with the goal of securing future employment. In addition, collaboration with various community agencies provide supports and services such as Office of Vocational Rehabilitation, Goodwill, and Children and Youth.
9. Implemented **Project RENEW** : Rehabilitation for Empowerment, Natural Supports, Education and Work which is an individualized Tier III evidenced-based practice using a person-centered approach to support youth with emotional and behavioral needs.
10. Implemented **Project MAX,** an evidenced-based professional development effort funded by an OSEP State Professional Development grant.
11. Implemented the **Adolescent Depression Awareness Program** in partnership with the Weller Health Education Center.
12. Implemented the **John Halligan - Bullying/Cyber Bullying/Suicide Awareness Program** in grade 7 including the parent/guardian component.
13. Implemented additional **Drug and Alcohol Awareness Programs** in collaboration with the Weller Health Education Center (Cyber Safety, Heroin - How did I get Here?, and the Science Behind Addiction).

Communication

1. Expanded the annual **Rising Above Obstacles/Abilities Awareness Week** as a week devoted to providing resources, training, and support to anyone in the school community interested in children with special needs with a culminating evening event at the end of the week.
2. Developed a **Share Point Site** for staff with information, forms, resources, procedures, and policies.
3. Participated in **Parent Link** for notification to parents of important events, announcements, and incidents.
4. Developed a **Post-Secondary Planning Guide for Students with Disabilities** pursuing post-secondary education or the workforce.
5. Developed and implemented **Guidelines for Providing Section 504/Chapter 15 Services** to identified students for the purpose of consistency across all schools in the Pocono Mountain School District.
6. Expanded **IEP Plus** through the Pentamation System. IEP Plus is a web-based tool used to complete special education documents and store special education data. It assists professional and support staff in collecting and documenting special education services.
7. Continued **District Level SWPBS Team.**
8. Improved **PMSD Website** to include additional information and resources related to special education.

#### Curriculum and Instruction

1. Implemented **Prentice Hall/Pearson Reading Curriculum** to give students access to the general education curriculum with supplementary supports and services.
2. Developed a **PSSA Improvement Plan and LRE Improvement Plans** to increase the achievement levels of special needs students in the least restrictive environment.
3. Certified nineteen teachers in **Level I and Level II Wilson Reading**. One teacher has fulfilled the requirements to be a **Certified Wilson Reading Trainer**.
4. Implemented the use of **Foundations (Wilson Reading for K-3)** for all special education students in grades kindergarten through two.
5. Implemented and trained teachers in **Just Words**, a component of the Wilson Reading Program. Just Words provides a curriculum for the

study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4-12 and adults who do not require intensive intervention, but do require explicit decoding and spelling instruction due to word-level deficits.

6. Implemented **Kurzweil 3000** as a means of assistive technology at the secondary level.
7. Developed an **Alternative Curriculum Guide** to provide Life Skills Support students in grades K-12 with meaningful, authentic experience in functional academics and vocational skills.
8. Continued training staff on the **Common Core Standards and the Keystone Exams**.
9. Implemented the use of **AIMSweb**. AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine a student's response to intervention.
10. Implemented the **Unique Learning Systems** for students in Life Skills Support Programs.
11. Implemented **StudyDog's Individualized Reading Program**, a research-based on-line reading program that addresses diverse students with specific needs, which aligns with state standards.
12. Instruction in co-taught classes by **Highly Qualified** teachers.
13. Provided **case managers** who follow students through the secondary level to ensure consistency of programming and continuity across the grade levels.
14. Provided **interventions** for remediation, tutoring, reading and math enhancement, etc. for struggling students.
15. **Integration of low incidence students** within the whole school community and supported by various student groups such as the Leo Club, Student Council, Peer Support, and Psychology Club.
16. Participation in the **Early Childhood Partnership** in the Pennsylvania Department of Education's Office of Child Development and Early Learning 2016 Prenatal to Grade 3 (P-3) Governor's Institute: P-3 Collaboration - Working Together for Student Success. The purpose of Pennsylvania's P-3 Governor's Institute is to help school districts, early learning providers, and community organizations throughout the commonwealth make the vital



connections and collaborations necessary for student success from birth through grade 3. This will occur at Swiftwater Elementary Center beginning for the 2016-2017 School Year.

### **Professional Development**

1. Continued **webinars** through PaTTAN to assist paraprofessionals in acquiring 20 hours of professional development activities.
2. Participated in all 10 Video Conferences for the **Credentials of Competency** for Paraeducators to assist them in acquiring this certificate and completing in 20 hours of professional development activities.
3. Developed a team of staff who became trained in **Standards-Based IEP** writing as a train the trainers' model.
4. Developed and trained teachers in the **Co-Teaching Modules** in 6 areas (Beliefs Systems, Planning/Preparation, Strategies/Intervention, Positive Support, Social Skills, and Motivation).
5. Trained teachers in the utilization of the **SaS Toolkit** as a train the trainers' model.
6. Continued training teachers in the **Common Core Standards and Keystone Exams**
7. Trained teachers in **Indicator 13 - Transition Services**
8. Certified 8 staff members as trainers in the **Non-Violent Physical Crisis Intervention (CPI)** program who in turn provided on-going CPI training to all staff.
9. Finalized the training/certification process to ensure that all **Student Assistance Program (SAP)** team members have received SAP training and certification.
10. Begin training all staff in **Restorative Practices** through the Train the Trainer model of 3 PMSD staff members.

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

- Face to face during inservices or Act 80 days
- Face to face during department and/or faculty meetings
- Webinars
- Podcasts

- Teleconferences
- Videos
- Live Streaming
- Local and State Conferences
- Parent/Guardian Meetings
- Workshops

**Note:**

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

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

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

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

	Building	Education programs are operated					
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	0.9

**Program Position #2***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #4**

Operator: School District

**PROGRAM SEGMENTS**

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

**Program Position #5 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #6**

Operator: School District

**PROGRAM SEGMENTS**

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

Elementary Center	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	13		
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**Program Position #7***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #9***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #10***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

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

**PROGRAM SEGMENTS**

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

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

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

	School Building	General Education programs are operated					
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**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #18 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

### Program Position #19 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #20 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	10 to 13	18	0.9

	School Building	General Education programs are operated	but More Than 20%)				
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	5	0.1

### Program Position #21 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #22 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

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

**Program Position #23 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #24 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.1

Clear Run Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	18	0.9
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**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #26***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #27***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #28***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #29 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #30***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #31 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition



*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #32**

*Operator:* School District

**PROGRAM SEGMENTS**

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

**Program Position #33**

*Operator:* School District

**PROGRAM SEGMENTS**

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

		are operated					
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**Program Position #34**

*Operator:* School District

**PROGRAM SEGMENTS**

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

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #37 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #38 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Swiftwater	An	A building in	Itinerant	Speech and	5 to 8	65	1

Elementary Center	Elementary School Building	which General Education programs are operated		Language Support			
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**Program Position #39 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #40 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #41 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #42 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #43 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #44 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #45 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #46 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #47 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

#### Program Position #48 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

##### PROGRAM SEGMENTS

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

#### Program Position #49 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
East Junior High	A Junior	A building in	Itinerant	Learning	11 to	5	0.1



School	High School Building	which General Education programs are operated		Support	15		
East Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

**Program Position #50 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #51 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #52 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #53 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #54 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

**Program Position #55 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

**Program Position #56 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: sq. ft.*

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #57 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #58 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #59 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #60 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
West Junior High	A Junior	A building in	Itinerant	Learning	11 to	5	0.1

School	High School Building	which General Education programs are operated		Support	15		
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	18	0.9

### Program Position #61 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #62 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
West Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.1
West Junior High	A Junior	A building in	Supplemental	Learning	11 to	18	0.9

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	15		
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### Program Position #63 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #64 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

**Program Position #65 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #66 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #67 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)



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

**PROGRAM SEGMENTS**

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

**Program Position #68 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #69 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

### Program Position #70 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

### Program Position #71 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #72 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #73 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #74 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #75 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #76 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #77 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #78 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

day.

### Program Position #79 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

### Program Position #80 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

	Building	programs are operated					
Justification: Students are grouped by grade level and age requirements are met within these groups.							

**Program Position #81 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #82 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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



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

**Program Position #83 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #84 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

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

**Program Position #85 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #86 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #87 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #88 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

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

#### PROGRAM SEGMENTS

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

#### Program Position #89 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #90 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #91 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

day.

### Program Position #92 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

### Program Position #93 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

### Program Position #94 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #95 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #96 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #97 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #98 - Proposed Program



Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #99 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

day.
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**Program Position #100 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #101 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

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

### Program Position #102 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #103 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

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

**Program Position #104 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #105 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

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

**Program Position #106 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #107 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

### Program Position #108 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #109 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #110 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

### Program Position #111 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #112 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #113 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition



*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #114 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #115 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #116 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

day.
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**Program Position #117 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #118 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #119**

Operator: School District

**PROGRAM SEGMENTS**

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

**Program Position #120 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

**Program Position #121 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

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

### Program Position #122 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

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

### Program Position #123 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	65	1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

#### Program Position #124 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

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

#### Program Position #125 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
West Junior High School	A Junior High	A building in which General	Full-Time Special	Autistic Support	12 to 15	8	1

	School Building	Education programs are operated	Education Class				
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**Program Position #126***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

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

**Program Position #127 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 12	12	1

**Program Position #128 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #129 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #130 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #131 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**



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

#### Program Position #132 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

##### PROGRAM SEGMENTS

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

#### Program Position #133 - Proposed Program

Operator: Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 25, 2016

Average square feet in regular classrooms: sq. ft.

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

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

##### PROGRAM SEGMENTS

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

#### Program Position #134 - Proposed Program

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #135 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

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

**PROGRAM SEGMENTS**

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

**Program Position #136 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

**PROGRAM SEGMENTS**

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

		are operated					
Clear Run Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1

### Program Position #137 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

#### PROGRAM SEGMENTS

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

### Program Position #138 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 25, 2016

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

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

#### PROGRAM SEGMENTS

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

### Program Position #139 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

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

Square footage of this classroom: 640 sq. ft. (20 feet long x 32 feet wide)

**PROGRAM SEGMENTS**

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

**Program Position #140 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

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

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

**PROGRAM SEGMENTS**

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

**Program Position #141 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: January 25, 2016

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

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

**PROGRAM SEGMENTS**

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

**Program Position #142 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 800 sq. ft. (32 feet long x 25 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	20	1
Justification: This is a high school program where students may stay in the program until they are 21 years of age. Age waiver justifications are written in the student's NOREPs.							

**Program Position #143 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 1050 sq. ft. (35 feet long x 30 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #144 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 240 sq. ft. (15 feet long x 16 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
East High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	65	1
Justification: The students do not attend class at the same time. Grade levels are broken down throughout the day.							

**Program Position #145 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: 720 sq. ft.**Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #146 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: 720 sq. ft.**Square footage of this classroom: 598 sq. ft. (26 feet long x 23 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #147 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: 720 sq. ft.**Square footage of this classroom: 1023 sq. ft. (33 feet long x 31 feet wide)***PROGRAM SEGMENTS**

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

		programs are operated					
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**Program Position #148 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 784 sq. ft. (28 feet long x 28 feet wide)**PROGRAM SEGMENTS**

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

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

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

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

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

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

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

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

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

**Program Position #153 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016



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

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

**PROGRAM SEGMENTS**

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

**Program Position #154 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: ClassandPosition*

*Implementation Date: January 25, 2016*

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

*Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)*

**PROGRAM SEGMENTS**

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

**Program Position #155 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: ClassandPosition*

*Implementation Date: January 25, 2016*

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

*Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Swiftwater Intermediate School	An Elementary School	A building in which General	Itinerant	Learning Support	10 to 13	25	0.5

	Building	Education programs are operated					
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.5

**Program Position #156 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 500 sq. ft. (25 feet long x 20 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #157 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 875 sq. ft. (35 feet long x 25 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #158 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: 720 sq. ft.**Square footage of this classroom: 800 sq. ft. (32 feet long x 25 feet wide)***PROGRAM SEGMENTS**

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

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

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

**Program Position #160 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 25, 2016**Average square feet in regular classrooms: 720 sq. ft.*

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

**PROGRAM SEGMENTS**

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

**Program Position #161 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: ClassandPosition*

*Implementation Date: January 25, 2016*

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

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

**PROGRAM SEGMENTS**

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

**Program Position #162 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: ClassandPosition*

*Implementation Date: January 25, 2016*

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

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

**PROGRAM SEGMENTS**

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

		programs are operated					
Swiftwater Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	5	0.1

**Program Position #163 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 630 sq. ft. (30 feet long x 21 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #164 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 780 sq. ft. (20 feet long x 39 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #165 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 930 sq. ft. (31 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Tobyhanna	An	A building in	Supplemental	Learning	11 to	18	0.9

Elementary Center	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	14		
Tobyhanna Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.1

**Program Position #166 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 360 sq. ft. (20 feet long x 18 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #167 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 780 sq. ft. (30 feet long x 26 feet wide)**PROGRAM SEGMENTS**

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

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

**Program Position #168 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* February 22, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #169 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 25, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 240 sq. ft. (24 feet long x 10 feet wide)**PROGRAM SEGMENTS**

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

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	Pocono Mountain East High	1

	School and Pocono Mountain East Junior High School	
Special Education Supervisor	Tobyhanna Elementary Center, Clear Run Elementary Center and Swiftwater Elementary Center	1
Special Education Supervisor	Pocono Mountain West Junior High School and Pocono Mountain West High School	1
School Psychologist	Pocono Mountain West High School	0.8
School Psychologist	Pocono Mountain West High School	1
School Psychologist	Pocono Mountain West Junior High School	1
School Psychologist	Tobyhanna Elementary Center	1
School Psychologist	Clear Run Elementary Center	0.8
School Psychologist	Swiftwater Elementary Center	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Intermediate School	1
Speech and Language Teacher	Clear Run Elementary Center	1
Speech and Language Teacher	Clear Run Elementary Center	1
Speech and Language Teacher	Swiftwater Elementary Center	1
Speech and Language Teacher	Swiftwater Elementary Center	0.5
Speech and Language Teacher	Pocono Mountain West High School	1
Speech and Language Teacher	Pocono Mountain West Junior High School	1
Speech and Language Teacher	Pocono Mountain East High School	0.5
Speech and Language Teacher	Pocono Mountain East High School	1
Speech and Language Teacher	Pocono Mountain East Junior High School	1
Speech and Language Teacher	Pocono Mountain West Junior High School	1
Speech and Language Teacher	Tobyhanna Elementary Center	1
Social Worker	All District Buildings	1
Speech and Language Teacher	Swiftwater Elementary Center	0.5
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1



Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Pocono Mountain West High School	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Clear Run Intermediate	1
Paraprofessional	Pocono Mountain West Junior High School	1
Paraprofessional	Pocono Mountain West Junior High School	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Pocono Mountain West Junior High School	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Swiftwater Intermediate	1
Paraprofessional	Tobyhanna Elementary Center	1
School Psychologist	Swiftwater Intermediate School	1
School Psychologist	East Junior High School	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
School Psychologist	East High School	1
Paraprofessional	East Junior High	1
Paraprofessional	East Junior High	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	Swiftwater Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	Clear Run Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	Clear Run Elementary Center	1
Paraprofessional	East High	1
Special Education Supervisor	Swiftwater Intermediate and	1

	Clear Run Intermediate School	
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Paraprofessional	East High	1
Speech and Language Teacher	Swiftwater Elementary Center	1
Paraprofessional	East High	1
Paraprofessional	East High	1
School Psychologist	Clear Run Intermediate School	1
School Psychologist	Clear Run Elementary Center	0.2
Itinerant Hearing Support Teacher	District	0.2
Itinerant Vision Support	District	0.2
Transition Coach CIU20	West High School - Autistic Support Program	0.2
Educational Consultant	District	1
Educational Consultant	District	1

### Special Education Contracted Services

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

Educational Interpreter	Outside Contractor	5 Days
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# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

Data is analyzed throughout the District at grade and course levels.

## District Accomplishments

### Accomplishment #1:

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Biology Keystone Achievement:

- Re-testers at PMSD had more students score proficient or advanced than the state average comparisons. District proficiency was 21.8% vs. state average 12.4%.
- Pocono Mountain was able to show strong evidence of Closing the Achievement Gap for all students earning 100% of the points available on the SPP report.
- Biology Core Curriculum and common assessments have been aligned to the PA Standards

### Accomplishment #2:

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Keystone Algebra Achievement:

- All testers, first time testers and re-testers at PMSD had more students score proficient or advanced than the state average comparisons. District proficiency was 51.2% vs. state average 38.7%.
- PVAAS growth was demonstrated with significant evidence indicating the district exceeded the standard for PA Academic Growth.
- All core math curriculum has been aligned to PA Core Standards.

### Accomplishment #3:

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PSSA Math Achievements grades 3-8:

- Grade 5, 6, & 8 scores in math showed significant evidence that the district met or exceeded the standard for PA Academic Growth over a 3 year period of time.
- Grade 6, & 8 scores in math showed significant evidence that the district met or exceeded the standard for PA Academic Growth in 2015 and over a 3 year period of time

#### **Accomplishment #4:**

##### PSSA Science grades 4 & 8:

- Grade 4 and 8 PSSA Science scores in all buildings at PMSD have shown significant evidence that the district exceeded the standard for PA Academic Growth over a 3 year period.
- In 2015, all buildings in grade 4 and 8 met or exceeded the standard for PA Academic growth.

#### **Accomplishment #5:**

##### PSSA ELA Achievements grades 3-8:

- PVAAS 3-year average met or exceeded the Standard for PA Academic Growth in grades 4,6,&7
- PVAAS for 2015 met the Standard for PA Academic Growth in grade 6

#### **Accomplishment #6:**

##### Keystone Literature Exam Achievement:

- All testers, first time testers and re-testers at PMSD had more students score proficient or advanced than the state average comparisons. District proficiency was 65.2% vs. state average 58.5%.

## **District Concerns**

#### **Concern #1:**

The following concerns regarding performance and growth in mathematics were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the math proficiency rates were below the state average rates. District prof. rate was 32.3% vs. state average of 39.7%.

- Inability to show evidence of Closing the Achievement Gap at the high school level due to high baseline data points.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 4, 6, and 7.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, and 7.

### Concern #2:

The following concerns regarding performance and growth in ELA were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the ELA proficiency rates were below the state average rates. District prof. rate was 52% vs. state average of 59.9%.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 5,8, and high school.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, 8 and high school.

### Concern #3:

The following concerns regarding performance and growth in Science were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grade 8 and Biology.
- The 3-year PVAAS average reports indicate that the district did not meet the standard for PA Academic Growth in Biology.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Aligned Concerns:

The following concerns regarding performance and growth in mathematics were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the math proficiency rates were below the state average rates. District prof. rate was 32.3% vs. state average of 39.7%.
  - Inability to show evidence of Closing the Achievement Gap at the high school level due to high baseline data points.
  - The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 4, 6, and 7.
  - The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, and 7.
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The following concerns regarding performance and growth in ELA were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the ELA proficiency rates were below the state average rates. District prof. rate was 52% vs. state average of 59.9%.
  - The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 5,8, and high school.
  - The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, 8 and high school.
- 

The following concerns regarding performance and growth in Science were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grade 8 and Biology.
- The 3-year PVAAS average reports indicate that the district did not meet the standard for PA Academic Growth in Biology.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

The following concerns regarding performance and growth in ELA were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the ELA proficiency rates were below the state average rates. District prof. rate was 52% vs. state average of 59.9%.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 5,8, and high school.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, 8 and high school.

**Systemic Challenge #3** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The following concerns regarding performance and growth in mathematics were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the math proficiency rates were below the state average rates. District prof. rate was 32.3% vs. state average of 39.7%.
- Inability to show evidence of Closing the Achievement Gap at the high school level due to high baseline data points.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 4, 6, and 7.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, and 7.

The following concerns regarding performance and growth in ELA were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.



- In grades 3-8 the ELA proficiency rates were below the state average rates. District prof. rate was 52% vs. state average of 59.9%.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 5,8, and high school.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, 8 and high school.

**Systemic Challenge #4** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Systemic Challenge #5** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

The following concerns regarding performance and growth in ELA were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- In grades 3-8 the ELA proficiency rates were below the state average rates. District prof. rate was 52% vs. state average of 59.9%.
- The 3-year average in PVAAS indicates that the district did not meet the standard for PA Academic Growth in grades 5,8, and high school.
- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, 8 and high school.

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The following concerns regarding performance and growth in Science were identified through the analysis of the 2015 Pocono Mountain District Report Card, the 2015 PMSD eMetric Summary Report, the Pennsylvania Value-Added Assessment System (PVAAS) Reports.

- The 2015 PVAAS reports indicate that the district did not meet the standard for PA Academic Growth in grade 8 and Biology.
- The 3-year PVAAS average reports indicate that the district did not meet the standard for PA Academic Growth in Biology.

**Systemic Challenge #6** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development Surveys

Specific Targets: 80% of the professional staff survey responses will verify that programs meet the needs of students and staff to improve learning and teaching.

Type: Annual

Data Source: District Binders Containing Professional Development Agendas

Specific Targets: Professional development agendas will reflect a focus on the areas of need such as ELA, Biology, and Algebra, that were identified through student data analysis and the results of a needs assessment.

Type: Interim

Data Source: Informal Observations (Classroom Walkthroughs)

Specific Targets: Increased student performance and engagement as seen through the lenses of PVAAS, PEERS, Keystone, PSSA, SLOs, and District and administrative goals

Type: Annual

Data Source: Formal Observations (Danielson Model)

Specific Targets: Observed lessons will include activities, techniques, and resources that have been presented via professional development sessions.

### ***Strategies:***

#### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

#### *Participating in a Professional Community*

##### **Description:**

Schools are environments to promote the learning of students. As such, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Monthly meeting time is established so teachers can meet, share, discuss, plan, and analyze their works. Agendas of dates, times, and topics discussed will provide evidence of participation and implementation.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

#### *Classroom Walkthroughs*

##### **Description:**

Charlotte Danielson discusses her framework, strategies to link professional learning and teacher evaluation, and encourages professional conversations among educators as the basis for improving teaching and learning. Classroom Walkthroughs allow schools to take a snapshot of what is happening in the classroom and use data to inform reflective discussions and professional development. Building-level administrators and

instructional directors will conduct walkthroughs throughout the school years, providing feedback to teachers.

**SAS Alignment:** Instruction, Assessment

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Implementation Steps:*

#### *Professional Development Needs Assessment*

**Description:**

The District Professional Development Committee will develop content for an on-line needs assessment to gather information from the professional staff. Data collected will be stored, reviewed, and analyzed for patterns to drive future professional development.

**Start Date:** 10/10/2016    **End Date:** 8/4/2017

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Substantial Professional Development

#### *Professional Development Planning*

**Description:**

The District Professional Development Committee will meet and analyze the results of the professional development needs assessment. The information will be used in monthly meetings to design and offer the necessary development opportunities. Classroom implementation will be monitored through informal walkthroughs and formal observations.

**Start Date:** 8/7/2017    **End Date:** 5/6/2020

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Substantial Professional Development
- Classroom Walkthroughs

### *Math/ELA/Science/SS: Professional Learning Communities*

**Description:**

Peer groups of Math, ELA, Science, and Social Studies teachers will meet, observe, provide feedback and problem-solve for all areas of instruction and assessment on a monthly basis. Meeting agendas, notes, and plans will indicate this step is occurring.

**Start Date:** 9/18/2017    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Participating in a Professional Community

### *Reading and Writing: Instructional Coaching in ELA*

**Description:**

Reading support teachers and seasoned reading and writing teachers will collaborate, share, discuss and model reading and writing content, PA Core Standards, resources and instructional strategies with new content area reading and writing teachers. Protected time will be provided in the schedule.

**Start Date:** 9/4/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Substantial Professional Development
- Participating in a Professional Community
- Classroom Walkthroughs

*Developing Student Learning Objectives*

**Description:**

District supervisors and administrators will provide instruction and guidance in the development of student learning objectives (SLOs) for new teachers. Completed SLOs will serve as evidence of implementation and completion.

**Start Date:** 8/22/2017    **End Date:** 9/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Learning Walks/Informal Observations*

**Description:**

Building level administrators will conduct informal observations (learning walks) looking for evidence of improved instruction based on professional development opportunities. Database/spreadsheet of dates, times, and observed professionals will be maintained at the building and district levels.

**Start Date:** 9/18/2017    **End Date:** 3/31/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Substantial Professional Development

*Formal Observations*

**Description:**

Building administrators and instructional directors will utilize the Danielson model to observe and discuss lesson implementation with all professional staff members. Post-conferencing discussion can focus upon transfer of learning from professional development sessions into regular classroom use. District and school-based records of observations and meetings will be maintained.

**Start Date:** 9/18/2017    **End Date:** 3/31/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Participating in a Professional Community
- Charlotte Danielson Framework

**Goal #2:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Attendance, disciplinary referral , SAP, and academic performance data will be collected and compared to baseline data from 2015-2016.

Specific Targets: Reduction in disciplinary referrals and increases in attendance and performance.

**Strategies:***Substantial Professional Development***Description:**

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student



achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Parent Communication Strategies*

**Description:**

(Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource:

<http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

The District and constituent schools will utilize the following means to communicate with parents and community members regarding services, activities, and offerings for student learning: web pages, Facebook, Twitter, automated attendance calling, on-line gradebook, and parent-teacher conferences. Special family events such as "Reading Under the Lights" will be utilized to involve and connect with families.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

### *Positive Behavioral Interventions and Supports*

**Description:**

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The

following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### *Restorative Practices*

**Description:**

Restorative Practices recognizes the importance of schools fostering positive, healthy climates and helping students learn from their mistakes. Schools partner with parents, students, district officials, community organizations and policymakers to utilize proven restorative approaches when addressing conflict in schools. Schools will utilize these approaches on a routine basis to assist students in working through conflict-related issues.

**SAS Alignment:** Safe and Supportive Schools

### *Implementation Steps:*

#### *On-Site Training and Planning I: Positive School-Wide Behavior Support*

**Description:**

Pre-trained District personnel will engage all staff members in the planning process for implementing the district's SWPBS program. Documented completion and review of planned activities will serve as a means of assessing implementation.

**Start Date:** 8/22/2016    **End Date:** 6/1/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services

**Supported Strategies:**

- Substantial Professional Development
- Positive Behavioral Interventions and Supports

*On-Site Training and Planning II: Positive Communication with Families*

**Description:**

District personnel will work with elementary and secondary teachers on developing and maintaining positive lines of communication with the parents of their students. Records of the type and frequency of contact, along with collected feedback, will provide evidence of implementation.

**Start Date:** 8/22/2017    **End Date:** 5/31/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Substantial Professional Development

*School-Wide Positive Behavior Support Program(s)*

**Description:**

All staff in all schools will introduce and participate in school-wide activities and processes designed to reduce conflict, encourage positive engagement, and promote positive relationships. Agendas and weekly and monthly calendars will list activities in which students and staff participate.

**Start Date:** 9/5/2017    **End Date:** 6/1/2020

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Substantial Professional Development
- Positive Behavioral Interventions and Supports

### *Restorative Practices*

**Description:**

Staff has been trained and will utilize Restorative Practices when dealing with conflict related issues. Review of baseline disciplinary data (2015-16) will be compared to data in subsequent years to document the effect this step has in reducing suspensions and other serious disciplinary consequences.

**Start Date:** 9/5/2017    **End Date:** 6/12/2020

**Program Area(s):** Student Services

**Supported Strategies:**

- Restorative Practices

### *Conflict Resolution Strategies*

**Description:**

Guidance counselors, nurses and health & physical education teachers will attend conferences and return to share conflict resolutions strategies that can be implemented through guidance services, the nursing staff, and within the health education classes.

**Start Date:** 8/22/2017    **End Date:** 2/28/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Substantial Professional Development
- Restorative Practices

### *Suicide Prevention Training*

**Description:**

All staff will be trained and educated on warning signs, referral processes, followup, and available resources dealing with suicide prevention. Training agendas, sign-in sheets, and artifacts will be collected.

**Start Date:** 8/21/2017    **End Date:** 2/28/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Substantial Professional Development

*Safe/Emergency Schools Teams***Description:**

Building-level Safe Teams consisting of teachers, nurses, administrators, and school resource officers will annually examine, evaluate, assess, and modify emergency plans based upon current emergency response strategies. Final, current emergency plans along with meeting notes and agendas will provide evidence of implementation.

**Start Date:** 10/2/2017    **End Date:** 8/30/2019

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Substantial Professional Development

*Parent Communication Updates***Description:**

The District and individual schools will continuously update web pages, Twitter and Facebook accounts and make daily attendance calls. The District and its member schools will utilize ParentLink phone messaging to provide information regarding special events or important announcements. A District newsletter will be produced and distributed to community members.

**Start Date:** 8/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Parent Communication Strategies

**Goal #3:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Documentation from informal observations (classroom walk-throughs) and formal observations.

Specific Targets: All lesson plans will have PA standards-based objectives and goals.

Type: Annual

Data Source: Student growth and achievement demonstrated through CDT's, PVAAS, PSSA, and Keystone exams.

Specific Targets: Increases in the number of students demonstrating average yearly growth and the number of students achieving proficiency or above on state and local assessments.

***Strategies:***

*Data Walkthroughs*

**Description:**

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

**SAS Alignment:** Assessment, Instruction

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:**

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Differentiating Instruction*

**Description:**

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Teaching Diverse Learners in an Inclusive Setting*

**Description:**

Provide on grade-level, standards-aligned instruction for all students in the least restrictive environment. Support in the form of accommodations and modifications is made based upon the needs of individual students. Supplemental materials and resources include leveled-readers, technology assisted learning, computer-adaptive technology, assistive technology, co-teaching and reading and math support.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

### *Literacy Acquisition for All Students*

**Description:**

The District will engage all students at all levels in age-appropriate practices to develop and enhance literacy. Programs selected for professional development and utilization within the classrooms are: Learning A-Z (Grades K-2), Foundations through Wilson Reading (Grades K-3), LETRS (Grades K-6), Reading Wonders (Grades 3-6), Achieve 3000 (Grades 7-12 and ESL), USA Test Prep (Grades 7 & 8), WriterKEY and USA Test Prep (Grades 9-12), and Wilson Reading System (Grades 4-12).

**SAS Alignment:** Standards, Curriculum Framework, Instruction, Materials & Resources

### **Implementation Steps:**

#### *K-12 English Language Arts Curriculum Alignment*

**Description:**

Teachers will meet on a monthly basis in grade level groups to review curriculum to ensure curriculum, instructional assessments and materials are aligned to the PA Core Standards. Agendas, sign-in sheets and curricular revisions will indicate progress.

**Start Date:** 9/5/2017    **End Date:** 5/11/2018

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- Data Walkthroughs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction



## *English Language Arts Professional Development*

### **Description:**

Teachers in grades K-6 with responsibilities within English Language Arts (ELA) will participate in ongoing professional development targeted to their respective, assigned levels and curricula. For grades K-6, these includes LETRS, Foundations Level 1, and DIBELS (new teachers only). Learning A-Z (Grades K-2) and Reading Wonders (Grades 3-6) will also be included.

Middle and high school teachers will engage in training in Achieve 3000, the Penn State Writing Project, and USA Test Prep.

**Start Date:** 9/5/2017    **End Date:** 8/31/2018

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Data Walkthroughs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Literacy Acquisition for All Students

## *Teaching Diverse Learners in an Inclusive Setting*

### **Description:**

Students' records and performance data will be reviewed periodically to determine needed student-specific instructional practices. Student schedules and/or levels of support will be adjusted based upon student need.

**Start Date:** 9/5/2017    **End Date:** 6/12/2020

**Program Area(s):** Special Education, Student Services, Gifted Education

### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Teaching Diverse Learners in an Inclusive Setting
- Literacy Acquisition for All Students

### *District-wide Observation Process*

#### **Description:**

A three-year observation cycle is created and stored at the building and District levels. Building administrators evaluate all teachers annually through a minimum of two observations per year. Specific attention is paid to lesson planning and the inclusion of standards-based objectives and instruction.

**Start Date:** 9/18/2017    **End Date:** 3/31/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

#### **Supported Strategies:**

- Data Walkthroughs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

### *District-wide Assessment Process*

#### **Description:**

A District-wide assessment process ensures all eligible students are assessed via diagnostic (CDT, Think Through Math), benchmark (USA Test Prep) and summative assessments (Local and PSSA/Keystone) as required. Results are shared and analyzed with appropriate stakeholders. Instruction is modified based on the needs of individual students. Data in

the form of testing schedules and student testing results will indicate implementation.

**Start Date:** 1/9/2017    **End Date:** 6/12/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

### *Think Through Math*

**Description:**

Teacher in grades 3-8 and in Algebra I will utilize "Think Through Math" as a diagnostic tool to assist in differentiation for individual students. The program sets up individual learning pathways based on each student's benchmark data. Teachers will have the ability to create their own pathways based upon individual or class need. Lesson plans, in-service agenda identifying review of data and teacher generated reports will provide evidence of implementation.

**Start Date:** 9/5/2017    **End Date:** 6/12/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description					
8/22/2017	9/30/2019	Developing Student Learning Objectives	District supervisors and administrators will provide instruction and guidance in the development of student learning objectives (SLOs) for new teachers. Completed SLOs will serve as evidence of implementation and completion.					
		<b>Person Responsible</b> Asst. Superintendent for Curriculum and Instruction and Building Principals	<b>SH</b> 3.0	<b>S</b> 3	<b>EP</b> 16	<b>Provider</b> Pocono Mountain School District	<b>Type</b> School Entity	<b>App.</b> No

**Knowledge**

Teachers will understand the process and the required components of Student Learning Objectives. They will be able to construct 2 SLOs accurately to measure student growth and achievement.

**Supportive Research**

Current educator effectiveness model requires the use of SLOs for each instructional professional. The SLOs provide a means for the teacher to assess their overall effectiveness in meeting a specified goal.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

LEA Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Review of written reports summarizing instructional activity
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**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Substantial Professional Development**  
**Strategy #2: Positive Behavioral Interventions and Supports**

Start	End	Title	Description	Provider	Type	App.
8/22/2016	6/1/2019	On-Site Training and Planning I: Positive School-Wide Behavior Support	Pre-trained District personnel will engage all staff members in the planning process for implementing the district's SWPBS program. Documented completion and review of planned activities will serve as a means of assessing implementation.	Pocono Mountain School District	School Entity	No
		<b>Person Responsible</b> Assistant Superintendent for Special Education				
		<b>SH</b> 3.5				
		<b>S</b> 4				
		<b>EP</b> 90				

**Knowledge** Teachers will understand the rationale, purpose, activities, and expected results of implementing a school wide positive behavior support system or plan.

**Supportive Research** Positive school wide behavior support plans improve attendance and performance while decreasing serious disciplinary incidents.

**Designed to Accomplish**

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.  
 Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
 Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	<b>Grade Levels</b>
<b>Follow-up Activities</b>	discussion	Peer-to-peer lesson	<b>Evaluation Methods</b>
			Analysis of attendance, academic performance, and disciplinary data.

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Substantial Professional Development**

Start	End	Title	Description					
8/22/2017	5/31/2019	On-Site Training and Planning II: Positive Communication with Families	District personnel will work with elementary and secondary teachers on developing and maintaining positive lines of communication with the parents of their students. Records of the type and frequency of contact, along with collected feedback, will provide evidence of implementation.					
		<b>Person Responsible</b> Asst. Superintendent for Curriculum and Instruction	<b>SH</b> 1.5	<b>S</b> 10	<b>EP</b> 50	<b>Provider</b> Pocono Mountain School District	<b>Type</b> School Entity	<b>App.</b> No

**Knowledge** Teachers will develop and implement positive lines of communication with the parents of their students, thereby encouraging additional parent and student involvement within the school community,

**Supportive Research** Involving the community partners with the school in a positive fashion fosters increased trust and support for the educational process.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Instructs the leader in managing resources for effective results.

School Whole Group Presentation

**Training Format**

Participant Roles	Grade Levels
Classroom teachers	Elementary - Primary (preK - grade 1)
Principals / Asst. Principals	Elementary - Intermediate (grades 2-5)
Supt / Ast Supts / CEO / Ex Dir	Middle (grades 6-8)
School counselors	High (grades 9-12)



Paraprofessional  
New Staff

**Follow-up Activities**

Meetings among staff and parents to discuss effects of the actions.

**Evaluation Methods**

Meetings among staff and parents to discuss effects of the actions.

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Substantial Professional Development**  
**Strategy #2: Restorative Practices**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	2/28/2019	Conflict Resolution Strategies	Guidance counselors, nurses and health & physical education teachers will attend conferences and return to share conflict resolutions strategies that can be implemented through guidance services, the nursing staff, and within the health education classes.	Director of Counseling Services	1.5	9	100	Pocono Mountain School District	School Entity	No

**Knowledge**

Counselors, nurses, and health teachers will be able to implement new and refine existing strategies to work on reducing and managing student conflict. This will affect all students within the District.

**Supportive**

Safe schools provide methods to decrease and manage conflict. Providing additional training on resolving

**Research** conflict will provide a safe environment for all our students.

**Designed to Accomplish**

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 and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
Offsite Conferences

**Participant Roles**

Classroom teachers  
School counselors  
Other educational specialists

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Peer-to-peer lesson discussion

**Evaluation Methods**

Participant survey

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community      **Strategy #1: Substantial Professional Development**

**promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/21/2017	2/28/2018	Suicide Prevention Training	All staff will be trained and educated on warning signs, referral processes, followup, and available resources dealing with suicide prevention. Training agendas, sign-in sheets, and artifacts will be collected.	Director of Counseling Services	1.5	9	90	Pocono Mountain School District	School Entity	No

**Knowledge** All participants will will better understand the underlying causes, warning signs, referral process, and followup needed to successfully address and prevent suicides.

**Supportive Research** All teachers must complete professional development in suicide prevention.

**Designed to Accomplish**  
 For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Instructs the leader in managing resources for effective results.

**Training Format** School Whole Group Presentation  
 Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5)
	Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Parents		Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Participant survey

**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Strategy #1: Data Walkthroughs**  
**Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #3: Differentiating Instruction**  
**Strategy #4: Literacy Acquisition for All Students**

Start	End	Title	Description
9/5/2017	8/31/2018	English Language Arts Professional Development	Teachers in grades K-6 with responsibilities within English Language Arts (ELA) will participate in ongoing professional development targeted to their respective, assigned levels and curricula. For grades K-6, these includes LETRS, Foundations Level

1, and DIBELS (new teachers only). Learning A-Z (Grades K-2) and Reading Wonders (Grades 3-6) will also be included.

Middle and high school teaches will engage in training in Achieve 3000, the Penn State Writing Project, and USA Test Prep.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
English Language Arts Director	3.5	4	20	PMSD	School Entity	No

**Knowledge** Teachers will develop new skills and transfer these into lesson planning that effectively engages and promotes the learning of the ELA students.

**Supportive Research** All program trainings are nationally or regionally recognized tools to enhance and improve ELA performance.

**Designed to Accomplish**

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format** Series of Workshops

Department Focused Presentation

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<b>Participant Roles</b>	Classroom teachers New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Student PSSA data Classroom student assessment data Review of participant lesson plans

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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).

**Affirmed by Rusty Johnson on 4/28/2016**

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*Board President*

**Affirmed by Elizabeth Robison on 4/28/2016**

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*Superintendent/Chief Executive Officer*