

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 887

School District Total Student Enrollment 4862

Percent of Students Receiving Special Education 18.2

Steering Committee

Name	Position/Role	Building	Email
Dr. Cosmas Curry	Superintendent	Stroudsburg Area SD	ccurry@sburg.org
Mrs. Lynda Hopkins	Director of Special Education	Stroudsburg Area SD	lhopkins@sburg.org
Mrs. Karen Bukoski	Other	Stroudsburg Area SD	kbukoski@sburg.org
Mrs. Casey VanWhy	Parent	Stroudsburg Area SD	Cayce.mosher@gmail.com
Mrs. Heather Nowosad	Other	Stroudsburg HS	hnowosad@sburg.org
Mrs. Sherri McIntyre	Other	Stroudsburg HS	smcintyre@sburg.org
Mrs. Gina Connor	Other	Stroudsburg Area SD	gconnor@sburg.org
Mr. Larry Larthey	Building Principal	Stroudsburg JHS	llarthey@sburg.org
Mr. Thomas Burke	Building Principal	Stroudsburg HS	tburke@sburg.org
Mrs. Gina Albert	Special Education Teacher	Stroudsburg MS	galbert@sburg.org
Ms. Michelle Lockley	Special Education Teacher	Stroudsburg MS	mlockley@sburg.org
Dr. Courtney Lepore	Director of Curriculum	Stroudsburg Area SD	clepore@sburg.org
Ms. Erin DeRosa	Board Member	Stroudsburg Area SD	derosa@sburg.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
Data reviewed on ESSA-Dashboard for years 2018-2020. District graduation rate reported for the 4 year cohort was 71.79% missing the goal of 74.80% by 3.01%. However, the District exceeded the state percent of 70.74% by 1.05%. The 5 year cohort data revealed the District graduation rate of 77.97% missed the goal of 78.50% by .53%. However, the District exceeded the state percentage of 77.47% by .40%. A review of the 2 year combined graduation rates display a percentage of 84.75% for our District.
Research and implement additional Tier 2 Supports at the secondary grade levels.
Research and implement additional Tier 3 Supports at the secondary grade levels.
Partner with IU#20 and PATTAN to collect and analyze data related to attendance, discipline and academic achievement for at risk students.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The Stroudsburg Area School District is not currently the host district for any facility providing educational services under Section 1306 of the Public School Code.

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

The Stroudsburg Area School District remains in communication with families and students placed in programs under Section 1306. The district's LEA communicates with 1306 facilities and participates in all meetings regarding our district students placed in 1306 facilities to ensure a successful transition back to the school.

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Monroe County Correctional Facility	Correctional Facility	District	1

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The Stroudsburg Area School District (SASD) is the host district for the Monroe County Correctional Facility (MCCF). A system of oversight is in place for ensuring that all incarcerated students who may qualify for special education are located, identified, evaluated, and when deemed eligible, are offered a free appropriate public education (FAPE). Our Stroudsburg Area Cyber Academy (SACA) is our system of providing an education to school-aged students attending MCCF. When students are placed at MCCF, a registration process begins in accordance with the Stroudsburg Area School District procedures. Our SACA Principal is notified regarding any student registered at MCCF. The SACA Principal makes contact with the previous school district to acquire appropriate educational records. After review of the records, if a student has been receiving services as a non-disabled student, regular education services are provided through our SACA. If a student is thought to be a child with a disability, the SASD child find process is followed. The child find process begins with the SACA Principal issuing a Prior Written Notice, Request for Consent to Evaluate (PWN/RFC) form to the parents/guardians of the student who is thought to be a child with a disability. When written parental/guardian consent is provided to complete the requested evaluation(s) listed on the PWN/RFC form, the evaluation process will be initiated by an SASD school psychologist. No assessment will be administered without written parental/guardian consent. Upon completion of all requested evaluations and/or assessments, an Evaluation Report will be prepared and presented for the team to review. If the student is determined to be a student with a disability and in need of specially designed instruction, the Individualized Education Program (IEP) process is initiated. The IEP process consists of developing an Individualized Education Program (IEP) to address the needs of the student. In ensuring FAPE is provided to students attending MCCF who have IEPs, the following process is in place. If after review of records a student placed at MCCF is a student with an IEP, an IEP meeting is scheduled and held. The IEP team, including the student, his/her biological parents/guardians, and LEA from home district, as well as, our SACA LEA and teacher, review the IEP and recommend appropriate updates. Thereafter, it is implemented by appropriate staff consisting of regular education teacher(s), a special education teacher(s), related service providers, psychologist, and psychiatrist. Should it be determined at anytime that a student who is already receiving special education services be in need of updated or new assessments to determine academic and/or behavioral needs, the reevaluation process is implemented, and thereafter any needed revision is made to the IEP. The Stroudsburg Area School District staff maintain responsibility for record keeping, progress monitoring, and compliance with IDEA and Chapter 14 Regulations. Staff members from SACA, the home district and MCCF collaborate and meet annually, or more frequently pending student needs, to review procedures, and/or review and revise the student's IEP, based on needs while continuously ensuring that FAPE is being provided to all students placed at MCCF with IEPs.

Least Restrictive Environment

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

The District reviewed our Special Education Data Report found at: <https://penndata.hbg.psu.edu/Public-Reporting/SEDR-Reports> Review of Indicator 5: Educational Environments data reveals the following: Baseline data was reset in 2019-2020, therefore no target measurements were performed. The District reviewed 2018-2019 data and 2020-2021 data for comparison purposes. A review data reveals: Students included Inside Regular Class 80% Or More- 18-19: The target was 64.1%. The District was at 39.5%. We did not meet target, nor did the state at 61.5%. 19-20: The District was at 39.3%. State was at 61.5%. 20-21: The District was at 41%. State was at 62.5%. We display growth towards including students with disabilities in the general education setting. Students included Inside Regular Class Less Than 40%- 18-19: The target was 8.1%. The District was at 11.6%. We did not meet target. We exceeded the target, as did the state. 19-20: The District was at 11.4%. State was at 9.6%. 20-21: The District was at 12.1%. State was at 9.8%. Students enrolled in Other Settings- 18-19: Target 4.6%. LEA met SPP/APR Target with 2.3%. State did not meet target with 4.8%. 19-20: The District was at 2.2%. State was at 4.8%. We were below the state percentage. 20-21: The District was at 2.9%. State was at 4.7%. We were below the state percentage. Areas of improvement will focus on: 1. Increasing number of students included inside regular class 80% or more. 2. Decreasing students included inside regular class less than 40%.

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

The District utilizes various evidence-based programming and strategies, through the MTSS process, prior to an evaluation, and for some, during the evaluation process, in supporting all students' needs. Through the process of evaluation, a student may be identified as having a disability and in need of specially designed instruction. After the evaluation process, an IEP document is developed by the IEP team, including the parents. The IEP is developed based on the data gathered during the MTSS process and evaluation process. Recommendations stemming from the conclusion of the evaluation are considered by the IEP team. The IEP specifies an individualized program for the student that is appropriate based on the individual strengths and needs. Through the development of the IEP, the IEP team must consider and ask questions about opportunities for the student to be educated to the maximum extent appropriate in the least restrictive environment with non-disabled peers. Additionally, the team must consider and ask questions about opportunities for the student to be provided instruction with non-disabled peers in the general education curriculum. Throughout the development of the IEP, the IEP team considers and documents the student's need for supplementary aids and services to enable the student to make progress toward the general education curriculum and provided in environments with his/her non-disabled peers. The team determines the likely benefits and/or harmful effects that may be expected of the student with a disability or any other students in the class or environment. IEP teams consistently discuss and consider the following questions prior to recommending the educational placement for a student:

- a. What supplementary aids and services were considered?
- b. What supplementary aids and services were rejected?
- c. Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives in the IEP in the general education class.
- d. What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- e. What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- f. To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

IEP teams consider supplementary aids and services within a continuum of placements to ensure students with disabilities are educated with non-disabled children to the most extent possible. Multi-Tiered Systems of Support (MTSS) - The School District is moving in the direction of having special education teachers involved in the process as well as professional development. MTSS has been used for students without IEPs to be identified for

interventions and/or process of special education evaluation. The school district has embarked on a new initiative in the 2017-2018 school year with Step by Step to examine the vision, procedures, and practices in place for teaching reading in the elementary levels, K-4th. We have expanded Step by Step through grade 6. School-Wide Positive Behavior Support - The School District has been implementing school-wide positive behavior support at each building level. There has not been specific data collection related to students with IEPs or the positive outcomes from implementation of programs. Following are initiatives within our District buildings with a focus on the academic and social/emotional needs of our students: Last year our District contracted with IU#20 to provide 3 social workers to support our students' social/emotional needs in District and receiving remote instruction. This year we increase the number of social workers to 4. Our social workers meet with students and families, individually and in groups. They attend IEP meetings and provide input and recommendations for IEP teams to consider in supporting students' social/emotional needs. Our High School currently utilized the SAP team in identifying students who require support. Our social workers are providing groups to students who require SEL support. Mentors will be assigned to students in order to conduct Check-ins and Checkouts. The High School is currently participating in training and planning for SWPBIS this year to be implemented next year. Our Junior High School implemented SWPBIS plan this year. We look to continue to strengthen our plan and increase student and staff involvement. We have used Ripple Effects to provide both SEL learning opportunities and restorative practices. Students who did not qualify for our PBIS quarterly reward were required to participate in a School Counselor/LSW led discussion about behaviors through Ripple Effects. Students who have been assigned ACE are provided with opportunities to reduce the term of their suspension by completing their Ripple Effects assignment. As we begin to assess where we are with the MTSS process at the JHS, we look to continue building interventions into our everyday programming. One of those interventions is call Check and Connect. Several JHS staff members are being trained this spring to hopefully begin the program in the 22-23 SY. Check and Connect Information: In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Demonstrated outcomes: Demonstrated outcomes of Check & Connect include: a decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. We heavily utilize our SAP team for academic, behavioral, and emotional/mental health interventions. Our Middle School has implemented Check and Connect. Students are assigned mentors who are checking in with their students on their own schedule. Mentors are currently assigned based on availability and duty schedule. The Middle School is partnering with IU#20 and PATTAN in the Path 2 Graduation (P2G). Currently, our P2G team, including parent involvement is being trained. The P2G team is gathering data regarding 6th-grade students in our emotional support programs who are at risk of dropping out. Data is gathered regarding attendance, discipline, and academic performance. 6th grade ELA program is implementing the SEL curriculum –Life Skills Botvin (~15 lessons) on at-risk behaviors. Our middle school team has been receiving Trauma-informed Training (school psychs, counselors, etc.) through partnerships with Lakeview. Our Elementary buildings are implementing MTSS/RTI programming. Step by Step training continues to take place for our elementary teams, through grades 6, with a focus on LETRS/SGAT trainings in order to support our students in the core for ELA. Acadience and Envisions curriculums are in place which provide exposure to general education content. Our data team, including our special educators, review the data monthly to make informed decisions in supporting our students' needs. Our District is partnering with IU#20 to develop our SHAPE committee. SHAPE-The School Mental Health Profile documents the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally. We are currently in the beginning phase in reviewing our current District resources in completing the required surveys.

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

Last year our special education teachers received training in the Supplementary Aids and Services Considerations Toolkit. The Supplementary Aids and Services (SaS) Consideration Toolkit is a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student. The intended outcome of using this tool is to identify a list of environmentally-referenced Supplementary Aids and Services to enhance participation and learning for a student with a disability in the general education classroom. We have used this method in creating a profile for some of our students in determining supports and services needed to support these students in the general education classroom. We are extending training to our administrative teams and MTSS teams. Last year all our special education teachers began to attend core department meetings in an effort to keep the current and informed with the general education curriculum updates and training. Our High School special education teachers are receiving training in core programming for ALEKs (Algebra) and Common Lit. Our District recently purchased NoRedInk in an effort to support our secondary students in writing. Training has started to begin to use this program for our students struggling in writing. NoRedInk builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data. Our National Honor Society students provide tutoring to students in our High School and Junior High School. Math lab is available at our High School, Junior High School and Middle School to provide additional support to our students in math. We are planning to provide ALEKS training to our special education teachers at the Jr. High next year. At our Junior High School, we are providing our special education math teachers with an IU20 math coach. We have split their double block periods into two separate periods. One period for progress monitoring, remediation, and teacher pre-requisite skills, the other period for grade level instruction. The hope is that the separate periods will increase student engagement and achievement. This year we have split our ELA reading/writing blocks into two different periods with dedicated reading and writing teachers allowing staff to specialize in one area. We are also hoping by splitting the periods we will see an increase in student engagement and achievement. Both special education Math and ELA teachers have created building required quarterly assessments to monitor student growth and progress quarterly. Our regular education math teachers have participated in Personalized Learning Professional development which took a pause during COVID. We are beginning our professional development phase in partnering with IU#20 to providing coaching. Common Lit is a program being used by our ELA teachers. No Red Ink is being used during intervention level courses. Our Elementary buildings are implementing MTSS/RTI programming. The School District is continuing with the initiative, with grades K-6, in consultation with Step By Step, to train all stakeholders at the building level to look at individual student data and make appropriate accommodations/adaptations for students based on their needs. Using the MTSS model, educators use data analysis and skill inventories to find interventions that students may need. They decide on interventions that are best suited to the individual student's needs as well as the frequency and length of the interventions. Students progress is monitored in order to ensure the interventions in place are working. This process is necessary in order to help close any achievement gaps in students before they fall far behind. This should help to decrease the number of students that are being referred for educational evaluations. Step by Step training continues to take place for our elementary teams with a focus on LETRS/SGAT trainings in order to support our students in the core for ELA. Acadience and Envisions curriculums are in place which provides exposure to general education content. Our data teams, including our special educators, review the data monthly to make informed decisions in supporting our students needs. In the past the District contracted with an AT Consultant for student-specific needs identified by an IEP team. Over the last two years, the District provided training to our SLPs focusing on Assistive Technology in an effort to provide AT evaluations with our District staff. We continue to partner with IU#20 to review our AT needs of our students and evaluate specific AT supports necessary for individual students. Our SLPs continue to use ipads for therapy sessions providing increased opportunities for students to interact with technology and appropriate speech and language applications. Trainings were provided to staff on applications such as speech to text, text to speech, discovery education, digital learning, mobymax, google applications supporting student needs.

Additional Training Efforts include: Collaboration with OVR and local providers to offer student trainings about preparing for adult life, employability, and other topics to support transitioning from high school. Additionally, OVR has provided scheduled parent trainings, group, and individual, on services available in the community. Collaboration with OVR and local providers to provide paid work experience at local businesses during school days. Traumatic Brain Injury - The School District participates in Brain Steps Initiative in collaboration with CIU 20 to support students re-entering school after a traumatic brain injury. Parent Involvement - In addition to the inclusion of parent opportunities listed above, the School District has also offered specific trainings to parents on IEP's, Transition Planning, Early Intervention Transition, and through parent-student-family activities whether sponsored by the PTO's or Title programs. Behavior - The School District has provided specific trainings on crisis prevention intervention, development of positive support plans, and creation, importance and use of functional behavior assessments. Paraprofessional training - The School District has demonstrated a commitment to professional development for paraprofessionals. The following is a sample of opportunities provided on-site for staff: Crisis Prevention Intervention (bi-annually) CPR and First Aid (annually) Understanding Autism; Using Social Stories Data Collection Behavior, Interventions, Reinforcements, Self-Monitoring Transition to Adult Life; Employability Skills Technology Skills Master Teacher Courses, over 100 online courses available throughout the school year

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. In reviewing supports and services for all students with IEPs, IEP teams consider to what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities? During each IEP meeting, IEP teams discuss opportunities that may be of interest to individual students based on their strengths and interests. IEP teams consider and recommend supports and services that may be required for each student to participate in activities and clubs. We have promoted student participation in clubs and sporting activities within all of our District buildings. Students have a say in our building through our PBIS program, DEI committee, Aevium, NHS/NJHS, and SGA clubs. Our Best Buddies Club at our High School and Junior High School provide opportunities for our students with IEPs to interact and participate in activities with non-disabled peers. This club is successful in promoting disability awareness and participation for all students in functions provided within our High School and Junior High School. It also has provided opportunities for peers to develop life-long, healthy relationships. Our District provides The Mountie Challenge each year which is an event in which select groups of students, in grades 5 to 9, will be introduced to high school sports by participating in a variety of modified sports activities.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
The District remains in communication with families of students who are placed in private institutions. A District LEA attends all meetings for our students placed in Private Institutions. Through the process of an evaluation, a student may be identified as having a disability and in need of specially designed instruction. After the evaluation process, an IEP document is developed by a team, including the parents. The IEP is developed based on the data gathered during the evaluation process and recommendations stemming from the conclusion of the evaluation. The IEP specifies an individualized program for the student that is appropriate based on the individual strengths and needs. Through the development of the IEP, the IEP team must consider and ask questions about opportunities for the student to be educated to the maximum extent appropriate in the least restrictive environment with non-disabled peers. Additionally, the team must consider and ask questions about opportunities for the student to be provided instruction with non-disabled peers in the general education curriculum. Throughout the development of the IEP, the IEP team considers and documents the student's need for supplementary aids and services to enable the student to make progress towards the general education curriculum and provided in environments with his/her non-disabled peers. The team determines the likely benefits and/or harmful effects that may be expected of the student with a disability or any other students in the class or environment. IEP teams consistently discuss and consider the following questions prior to recommending the educational placement for a student:
 - a. What supplementary aids and services were considered?
 - b. What supplementary aids and services were rejected?
 - c. Explain why the

supplementary aids and services will or will not enable the student to make progress on the goals and objectives in the IEP in the general education class.

d. What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class? e. What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services? After reviewing responses to these questions, IEP teams make recommendations regarding what supports and services are required for students to participate in district lead extra-curricular activities.

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

The numbers of students placed out of the School District fluctuate during school years but does not change by large numbers overall. As an average there are approximately 80 to 90 students in the past 3 years that are recommended by an IEP team for placement out of the School District; this number includes students in IU operated programs. This number does not include the students that are placed by the courts, hospitals or parents. In reviewing the number of our students in need of emotional support, the District has added an elementary emotional support program in an effort to maintain our students in District run programs. We also continue to house programs run by IU#20 within our District buildings. At all IEP meetings for students attending IU#20 classes, IEP teams consider including students in various District run classes and activities. Our District acknowledges a need to increase supports and services necessary to expand our remote learning opportunities for students who may be immuno-compromised. We are exploring supports and services available to increase our capacity to support our students with IEPs in remote settings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Colonial Academy	Other		Colonial Intermediate Unit #20	Autistic Support	2
Colonial Academy	Other		Colonial Intermediate Unit #20	Learning Support	3
Colonial Academy	Other		Colonial Intermediate Unit #20	Emotional Support	12
J.M. Hill Elementary School	Other		Colonial Intermediate Unit #20	Emotional Support	1
Middle Smithfield Elementary School	Other		Colonial Intermediate Unit #20	Emotional Support	1
East Stroudsburg High School South	Other		Colonial Intermediate Unit #20	Multiple Disabilities Support	1
J. T. Lambert Intermediate School	Other		Colonial Intermediate Unit #20	Autistic Support	1
Pleasant Valley Intermediate School	Other		Colonial Intermediate Unit #20	Physical Support	1
Pleasant Valley Middle School	Other		Colonial Intermediate Unit #20	Emotional Support	1
Pleasant Valley High School	Other		Colonial Intermediate Unit #20	Physical Support	1
Pleasant Valley High School	Other		Colonial Intermediate Unit #20	Emotional Support	3

Swiftwater Intermediate School	Other		Colonial Intermediate Unit #20	Autistic Support	1
PA Treatment and Healing	Other		PA Treatment and Healing	Learning Support	3
Pleasant Valley Elementary	Other		Colonial Intermediate Unit #20	Physical Support	1

Positive Behavior Support

Date of Approval
2017-07-19

Uploaded Files
Policy 113.1.pdf
Policy 113.2.pdf

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

Board policy 113.2, 'Behavior Support', adopted July 19, 2017, states that a Positive Behavior Support Plan must be developed for a student with a disability if he/she requires specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan is developed by the IEP team. It is based on a functional behavioral assessment and includes a variety of research-based techniques to develop and maintain skills that enhance students' opportunity for learning and self-fulfillment. The plan becomes part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from the educational programming. Across the School District, schools have a crisis team that includes school counselors, psychologists, nurses, social workers and administrators who can be activated when there has been a crisis situation within the school setting. With the support of the CIU 20 Flight Team, professionals are available for on-site support for any unexpected crisis that occurs requiring additional counseling for students and staff who are affected by the crisis. The School District currently contracts with IU#20 for 4 Licensed Social Workers to support our students and families with Social/Emotional needs. They support our teams in providing input and recommendations for programming specific to individual student needs. The School District currently has implemented the Kan Dou Program (Kids and Dogs Unite). The is a seven-week program that is offered at Stroudsburg Jr. High School. The program is designed to utilize therapy dogs and dog training strategies to facilitate positive peer interactions, develop leadership skills, increase self-esteem, and foster self-advocacy skills. The students who participate are required to engage in team-building exercises which align with the skills they would later use to train the dogs. The School District houses several IU-operated behavioral support programs such as Therapeutic Emotional Support and School-Based Partial Hospitalization programs. Housing these behavioral support programs in school buildings throughout the district provide our students who need additional behavioral and mental health support with a continuum of services and an opportunity to receive these supports while remaining in their neighborhood schools. The School District offers and provides a Student Assistance Program (SAP). This program is a process that utilizes a systematic team approach to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of SAP is to help students overcome these barriers so that they may achieve, advance, and remain in school. While SAP exists in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and students. The School District has a process for when students threaten self-harm. Students are initially referred to the school counselor for a risk assessment. The School District utilizes Safe to Say. Safe to Say is a platform where students and staff can anonymously report any concerns regarding student behavior which is then investigated, in a timely manner, by the school building administrative team. The School District has currently implemented Check and Connect at the Middle School. The district is planning the implementation of Check and

Connect at the Jr. High School for the 2022-2023 school year. Check and Connect is a process where mentors are identified and trained to systematically monitor student performance variables (i.e. absences, tardies, behavioral referrals/discipline, and grades). The process of monitoring student performance variables is the "Check" component. The "Connect" component refers to mentors providing personalized and timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two (2) years, functioning as liaisons between home and school. It is through this process that mentors, along with the district, will strive to build constructive family-school relationships. The School District is aware of and adheres to the McKinney-Vento Act. All staff are informed and trained in the Homeless Assistance Act which ensures the educational rights and protections of children and youth who are experiencing homelessness. The School District participates in the Pennsylvania Youth Survey (PAYS). PAYS is a biennial survey of youth in the 6th, 8th, 10th, and 12th grades. PAYS asks questions about students' perspectives of their school environment, as well as attitudes, knowledge and behaviors concerning alcohol, tobacco, other drugs, violence, depression, and other problems. The survey also collects information about risk factors which are conditions that increase the likelihood that a child will develop problem behaviors later in life, as well as protective factors which are people or conditions in a community that can buffer a youth from risk. Data collected through the PAYS assists the district in utilizing a data-driven decision-making process to assist in programming and identifying resources for students. The survey was completed in the Fall 2021.

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

As stated in the policy, the School District does provide regular training and retraining as needed, of staff in the use of specific procedures, methods, and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs. Specifically, the School District provides training on implementation of Crisis Prevention Intervention (CPI). Administrators, special education staff, paraprofessionals, and general education staff are trained regularly to maintain current certification. In addition, ongoing professional staff development has been provided through monthly department meetings which have empowered staff to implement additional positive behavior supports to include the following: use of social skill instruction, teaching coping skills, utilizing antecedent strategies, identifying sensory diets, developing schedules of reinforcement and considerations for student contracting. Parent trainings have been offered through the special education department with the focus on positive behavioral interventions to implement in the home. Training topics included: Visual Schedule/Chore Charts; Calm Down Kit/Behavior Incentives; Adapting Games So Everyone Can Play; Creating Social Stories; and, Educational Apps to Use at Home. The School District has started providing professional development focused on Trauma-Informed Care. The Five Guiding Principles are; safety, choice, collaboration, trustworthiness, and empowerment. The trauma-informed approach is guided by four assumptions, known as the "Four R's": Realization of trauma and how it can affect people and groups, recognizing the signs of trauma, having a system that can respond to trauma, and resisting re-traumatization. The School District is expanding our Crisis Prevention Intervention (CPI) Training Efforts to our administrative team and staff throughout our District. CPI training is perfect for primary caregivers, educators and human service professionals who directly intervene in crisis situations, teaching staff de-escalation techniques as well as restrictive and nonrestrictive interventions. Currently our paraprofessional staff, some administrators, and our emotional support teachers have been trained. The School District has built upon its ability to provide CPI training by certifying three (3) new instructors. All security officers are trained in Therapeutic Aggression Control Techniques (TACT II) corrective response and immediate crisis response. All staff is trained in suicide prevention every five (5) years. The School District employs a Board Certified Behavior Analyst (BCBA) who can provide consultative training and direct modeling and services to assist staff in how to implement de-escalation techniques/strategies, as well as working directly with students on an as-needed basis.

3. Describe the district positive school wide support programs.

According to our Board Policy 113.2, 'Behavior Support', adopted July 19, 2017, states that the Board directs that the district's behavior support programs

shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Our High School is in the planning phase of PSWBIS in collaboration with IU#20. Check Ins and Check Outs will be implemented and utilized for students with IEPs in an effort to support students with behavioral needs. Staff will begin to receive training during the 2022-2023 school year to be used in alignment with SWPBIS, as a Tier II intervention. Our Junior High School and Middle School have started the implementation phase of PSWBIS. We are working in collaboration with IU#20 to develop a program specific to our building, students, and staff. This year we have implemented the Tier 1 Support of modeling behavior and reviewing expectations, maturity, and social development. Stroudsburg Middle School Teachers are following a teaming concept, with consistency and expectations and language. The District purchased the Ripples Effect, which is an on-line SEL platform in-person/on-line, tier 2 or 3 support during RISE days. Students who are excluded because of discipline have the opportunity work on social skills. Character Education is provided to our students who receive ISS and/or OSS. As a Tier 3 support, this may be self-paced. Another Tier 3 support is Check and connect. Our staff is currently receiving Check and Connect training to build capacity for problem-solving, and increase and build engagement. Our elementary buildings have implemented Second Step Curriculum. This program promotes: school success, school connectedness, safe and respectful school climate. School counselors deliver lessons in the class. All staff including principals, teachers, counselors, and staff began using the language for second step. A positive school culture has been created from this foundation. Students are provided with direct instruction of skills which increase their ability to learn, have empathy, manage emotions and solve problems. At the beginning of the year skills for learning focus on attention/listening effectively/use self-talk/be assertive. There is a Bullying Unit, with 5 lessons. Our Smart futures Curriculum, which is an online career exploration, ties into our Second Step curriculum, which provides a continuum of support. The High School is currently training staff for implementation in the 2022-2023 school year.

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

As mentioned above, the School District currently contracts with IU#20 for 4 Licensed Social Workers to support our students and families with Social/Emotional needs. They support our teams in providing input and recommendations for programming specific to individual student needs. The School District does not operate School-Based Behavioral Health Services. The School District does contract with CIU 20 for services and programs for students in need of such supports. The School District does provide classroom and office space within the district buildings for CIU 20 services and programs when requested. Additionally, CIU 20 operates behavioral health centers that treat a student who have mental health needs and are in need of treatment medically or therapeutically. School counselors are aware of the services available to refer students and parents as needed. The School District provides opportunities for staff to receive training in suicide prevention (every five years).

5. Describe the district restraint procedure.

The need for Behavior Support Plans is identified within Board Policy 113.1, Discipline of Students with Disabilities, adopted July 19, 2017, within the Programs section of the School District's policy manual. The School District utilizes Positive Behavior Support planning across all grades in order to effectively meet student needs. Behavior Support Plans are based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints is considered a measure of last resort and is only used after other less restrictive measures, including de-escalation techniques, in order to ensure the safety of all students as evidenced by the number of restraints per school year. Data reports relative to the school district's reporting of restraints are available via Pennsylvania Department of Education. Positive techniques are used for the development, change, and maintenance of behaviors prior to the use of more intrusive or restraining

methods. Restraints may only be used when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Behavior Support policy states the types of restraints and the description of those appropriate and others that are not permissible. The use of restraints shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. The following aversive techniques of handling behavior are considered inappropriate and may not be used: · Corporal punishment · Punishment for a manifestation of a student's disability · Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit · Noxious substances · Deprivation of basic human rights, such as withholding meals, water or fresh air · Suspensions constituting a pattern as defined in state regulations · Treatment of a demeaning nature · Electric shock · Methods implemented by untrained personnel · Prone restraints, which are restraints by which a student is held face down on the floor. The School District's security guards receive training in TACT II. The School District's bus drivers, monitors, Emotional Support Teachers, Learning Support Teachers, Paraprofessionals and Speech-Language Pathologists receive CPI training in an effort for staff to engage in de-escalation techniques and strategies in order to provide appropriate supports prior to engaging in a restraint.

Intensive Interagency

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

A review of our SES data reveals, the number of our students receiving Homebound instruction and Instruction in the Home has increased since last year, due to COVID and students having medical issues. For all these students, IEP teams convene to discuss programming options available to ensure FAPE. The School District is ensuring FAPE for individuals. When an IEP team has identified programming and/or services that are not available within the School District, the LEA seeks outside supports, resources and/or programs to support the identified need(s). In certain cases, the School District has reached out to CIU 20, to the Monroe County Interagency Coordinator, to independent educational professionals, and/or to other local agencies. In any case, needing outside supports, the IEP team is brought together to review current data, identify services needed for the individual student and develop an educational plan with continuous consideration and program implementation in the least restrictive environment. When the IEP team determines that a student needs a more restrictive setting than what is available in the School District, the LEA will reach out to CIU 20 to assist with programming for students or to provide consultation to the team about other options available specific to the need and to support filling any gaps within the continuum of services. The School District does specifically use the CIU 20 program options including Autistic Support, Therapeutic Emotional Support, School-Based Partial Hospitalization programming, Life Skills Support, Physical Support, Multiple Disabilities Support, and Deaf/Hard of Hearing Support. Currently, the School District operates Learning Support and Emotional Support programs at all grade levels and Life Skills Support programs at the High School level. School District programs offer increased inclusive opportunities for students to remain connected to their communities and same age peers without disabilities. Within the past three years, the School District has analyzed and reviewed bringing some programs closer to home for students needing to be placed in programs outside of the School District or in non-district operated programs. The School District has successfully brought back a young student to our District programming who attended a hearing support program outside our District. The School District is programming for more students with significant social, emotional and behavioral needs. This has been successful through ongoing on-site support, professional development and basic structural change and content of the continuum of services in the School District. The School District seeks to educate all students in the least restrictive environment while keeping students and families connected to their local home schools and communities. The School District is continually developing and initiating new programs as well as growing existing programs to educate and program for students who have greater behavioral, social and emotional needs. Three years ago, a full time Learning Support program was created to serve students with varying, significant cognitive, communication and behavioral needs at the K-2 level. The plan is to expand this program concept and develop a transitional program for incoming students from Early Intervention programs who needs are not yet clearly defined. This programming option would provide the School District more time to understand individual student needs, void the other option of placement based on disability category, the opportunity for the student to grow developmentally with peers and to remain in their school community. The School District wants to grow the belief system that special education is not a place but more that it provides interventions and services based on individual needs. The School District did modify the structure of Learning Support programs at the Junior High and Middle Schools to provide programming for students who may have otherwise be recommended for placement in CIU 20 Life Skills Support programs outside the School District. The School Districts goal is to continue operating the JHS and Middle School programs as Learning Support programs, provide the option of full-time level of intervention, and offer opportunities to work on life skills but integrated into academic learning tasks. This program design facilitates and promotes more inclusive opportunities for students to remain connected to their communities and same age peers without disabilities. During the life of this plan, it is a goal to provide specific, intensive professional development to a small group of professionals on the implementation of verbal behavior programs and interventions to support program development specifically needed to operate a successful Autistic Support program. The School District currently has one professional certified as a Board Certified Behavioral Analyst (BCBA); this level of expertise needs to be expanded

for successful program development and implementation.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #66	Secondary	Full-time (1.0)	04/06/2022 10:07 AM

Building Name		
Stroudsburg JHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Stroudsburg HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Program Position #65	Multiple	Full-time (1.0)	04/06/2022 10:08 AM
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Building Name		
Stroudsburg MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #64	Multiple	Full-time (1.0)	04/06/2022 10:08 AM

Building Name		
Stroudsburg MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13

Age Range Justification	FTE %
	0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #63	Elementary	Full-time (1.0)	04/06/2022 10:01 AM

Building Name		
Chipperfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.26

Building Name		
Chipperfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #62	Elementary	Full-time (1.0)	04/06/2022 09:59 AM

Building Name		
Chipperfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.29

Building Name		
Chipperfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #61	Elementary	Full-time (1.0)	04/06/2022 09:58 AM

Building Name		
Hamilton Twp El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.22

Building Name		
Hamilton Twp El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #60	Elementary	Full-time (1.0)	04/06/2022 09:56 AM

Building Name		
B F Morey El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.17

Building Name		
B F Morey El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Stroudsburg MS		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #59	Elementary	Full-time (1.0)	04/06/2022 09:54 AM

Building Name		
Arlington Heights El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Arlington Heights El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.03

Building Name		
Chipperfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #58	Multiple	Full-time (1.0)	04/06/2022 09:43 AM

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Multiple	10 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	10 to 13
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position # 57	Elementary	Full-time (1.0)	05/27/2022 07:58 AM

Building Name		
Hamilton Twp El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 9
Age Range Justification		FTE %

Documentation for students who exceed the 3 year age range are included within students' IEPs.	0.1
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Building Name		
Hamilton Twp El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 9
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #56	Secondary	Full-time (1.0)	04/06/2022 10:07 AM

Building Name		
Stroudsburg HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 21
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #55	Secondary	Full-time (1.0)	04/06/2022 09:25 AM

Building Name		
Stroudsburg HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 21
Age Range Justification		FTE %
		0.5

Building Name		
Stroudsburg HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 21
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #54	Multiple	Full-time (1.0)	04/08/2022 02:02 PM

Building Name		
Stroudsburg MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	11 to 15
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.38

Building Name		
Stroudsburg MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	11 to 15
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #53	Elementary	Full-time (1.0)	04/08/2022 01:55 PM

Building Name		
Chipperfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Chipperfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #52	Elementary	Full-time (1.0)	04/08/2022 01:53 PM

Building Name		
Chipperfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Chipperfield El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #51	Elementary	Full-time (1.0)	04/05/2022 02:51 PM

Building Name		
B F Morey El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.08

Building Name		
B F Morey El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.5

Building Name		
B F Morey El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #50	Secondary	Full-time (1.0)	04/06/2022 09:45 AM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.28

Building Name		
Stroudsburg HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %

	0.1
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Building Name		
Stroudsburg HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #49	Secondary	Full-time (1.0)	04/03/2022 07:14 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #48	Secondary	Full-time (1.0)	04/03/2022 07:08 PM

Building Name		
Stroudsburg HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.12

Building Name		
Stroudsburg HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #47	Secondary	Full-time (1.0)	04/03/2022 07:04 PM

Building Name		
Stroudsburg HS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #46	Secondary	Full-time (1.0)	04/03/2022 07:02 PM

Building Name		
Stroudsburg HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.35

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Program Position #45	Secondary	Full-time (1.0)	04/03/2022 06:59 PM
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Building Name		
Stroudsburg HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Stroudsburg HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #44	Secondary	Full-time (1.0)	04/03/2022 06:56 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.2

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #43	Secondary	Full-time (1.0)	04/03/2022 06:54 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.32

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #42	Secondary	Full-time (1.0)	04/03/2022 06:52 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.3

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #41	Secondary	Full-time (1.0)	04/03/2022 06:49 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.16

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #40	Secondary	Full-time (1.0)	04/03/2022 06:46 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #39	Secondary	Full-time (1.0)	04/03/2022 06:47 PM

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.4

Building Name		
Stroudsburg HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #38	Secondary	Full-time (1.0)	04/03/2022 06:40 PM

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #37	Secondary	Full-time (1.0)	04/03/2022 06:34 PM

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #36	Secondary	Full-time (1.0)	04/03/2022 06:32 PM

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #35	Secondary	Full-time (1.0)	04/03/2022 06:29 PM

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.6

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #34	Secondary	Full-time (1.0)	04/03/2022 06:27 PM

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.65

Building Name		
Stroudsburg JHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #33	Secondary	Full-time (1.0)	04/03/2022 06:24 PM

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #32	Secondary	Full-time (1.0)	04/03/2022 06:22 PM

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #31	Secondary	Full-time (1.0)	04/06/2022 09:47 AM

Building Name
Stroudsburg JHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #30	Secondary	Full-time (1.0)	04/03/2022 06:19 PM

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #29	Secondary	Full-time (1.0)	04/03/2022 06:18 PM

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Stroudsburg JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #28	Multiple	Full-time (1.0)	04/03/2022 06:02 PM

Building Name	
Stroudsburg MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	4

Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #27	Multiple	Full-time (1.0)	04/06/2022 09:48 AM

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Stroudsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.35

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #26	Elementary	Full-time (1.0)	04/03/2022 05:49 PM

Building Name	
Stroudsburg MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #25	Elementary	Full-time (1.0)	04/03/2022 05:48 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

Age Range Justification	FTE %
	0.12

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #24	Multiple	Full-time (1.0)	04/03/2022 05:46 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #23	Secondary	Full-time (1.0)	05/22/2022 07:34 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #22	Secondary	Full-time (1.0)	04/03/2022 05:40 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #21	Elementary	Full-time (1.0)	04/03/2022 05:29 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #20	Secondary	Full-time (1.0)	04/03/2022 05:27 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #19	Secondary	Full-time (1.0)	04/08/2022 02:06 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19

Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #18	Secondary	Full-time (1.0)	04/03/2022 05:23 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13

Age Range Justification	FTE %
	0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #17	Elementary	Full-time (1.0)	04/03/2022 05:21 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #16	Multiple	Full-time (1.0)	04/03/2022 05:17 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #15	Multiple	Full-time (1.0)	04/03/2022 05:18 PM

Building Name		
Stroudsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #14	Elementary	Full-time (1.0)	04/03/2022 05:01 PM

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

Building Name		
Chipperfield El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #13	Elementary	Full-time (1.0)	04/03/2022 04:58 PM

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #12	Elementary	Full-time (1.0)	04/06/2022 09:50 AM

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #11	Elementary	Full-time (1.0)	04/03/2022 04:53 PM

Building Name
Chipperfield El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Chipperfield El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #10	Elementary	Full-time (1.0)	04/03/2022 04:50 PM

Building Name	
Chipperfield El Sch	
Support Type	
Emotional Support	

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Chipperfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #9	Elementary	Full-time (1.0)	04/03/2022 04:46 PM

Building Name		
Chipperfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.22

Building Name		
Chipperfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #8	Elementary	Full-time (1.0)	05/27/2022 07:58 AM

Building Name		
Chipperfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification	FTE %	
Documentation for students who exceed the 3 year age range are included within students' IEPs.	0.25	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #7	Elementary	Full-time (1.0)	04/06/2022 09:50 AM

Building Name		
Hamilton Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
Documentation for students who exceed the 3 year age range are included within students' IEPs.	0.2	

Building Name		
Hamilton Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #6	Elementary	Full-time (1.0)	04/03/2022 04:36 PM

Building Name		
Hamilton Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.34

Building Name		
Hamilton Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #5	Elementary	Full-time (1.0)	04/03/2022 04:32 PM

Building Name		
B F Morey El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #4	Elementary	Full-time (1.0)	04/03/2022 04:30 PM

Building Name		
B F Morey El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.04

Building Name		
B F Morey El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #3	Elementary	Full-time (1.0)	04/03/2022 04:55 PM

Building Name		
Arlington Heights El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #2	Elementary	Full-time (1.0)	04/03/2022 04:55 PM

Building Name		
Arlington Heights El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #1	Elementary	Full-time (1.0)	04/03/2022 04:23 PM

Building Name		
Arlington Heights El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Documentation for students who exceed the 3 year age range are included within students' IEPs.		0.55

Special Education Facilities

Building Name		Room #
Arlington Heights El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Arlington Heights El Sch		16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Arlington Heights El Sch		17
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
B F Morey El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
B F Morey El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 3 inches	840sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
Hamilton Twp El Sch		C130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Hamilton Twp El Sch		B114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 9 inches	792sqft	28
Implementation Date		
2022-05-09		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Hamilton Twp El Sch		A118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 3 inches x 25 feet, 2 inches	836sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

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8Assurance Check

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

Building Name		Room #
Chipperfield El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 3 inches x 23 feet, 3 inches	749sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Chipperfield El Sch		175
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 22 feet, 3 inches	713sqft	25
Implementation Date		
2022-05-09		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Chipperfield El Sch		151
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 8 inches	814sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

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11Assurance Check

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

Building Name		Room #
Chipperfield El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 3 inches x 23 feet, 3 inches	749sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Chipperfield El Sch		154
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 3 inches	744sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Chipperfield El Sch		169
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 8 inches	814sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Stroudsburg MS		B401
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
53 feet, 3 inches x 24 feet, 8 inches	1313sqft	46
Implementation Date		
2022-05-09		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Stroudsburg MS		C406
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 3 inches x 24 feet, 9 inches	773sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Stroudsburg MS		C209
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 29 feet, 9 inches	927sqft	33
Implementation Date		
2022-05-09		
Uploaded Files		

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17Assurance Check

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

Building Name		Room #
Stroudsburg MS		C309
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 29 feet, 9 inches	927sqft	33
Implementation Date		
2022-05-09		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Stroudsburg MS		B501
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 12 feet, 6 inches	400sqft	14
Implementation Date		
2022-05-09		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Stroudsburg MS		B509
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 3 inches	899sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

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20Assurance Check

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

Building Name		Room #
Stroudsburg MS		B402
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 31 feet, 1 inches	994sqft	35
Implementation Date		
2022-05-09		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Stroudsburg MS		A511
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 27 feet, 10 inches	892sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Stroudsburg MS		C407
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 3 inches x 24 feet, 9 inches	773sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Stroudsburg MS		A410
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 29 feet, 9 inches	927sqft	33
Implementation Date		
2022-05-09		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Stroudsburg MS		C311
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 2 inches	933sqft	33
Implementation Date		
2022-05-09		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Stroudsburg MS		C508
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 8 inches	814sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Stroudsburg MS		C404
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 8 inches	814sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Stroudsburg MS		C402
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 24 feet, 1 inches	772sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Stroudsburg JHS		G207
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 13 feet, 7 inches	448sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		G208
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-09		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		F233
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 10 feet, 6 inches	336sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Stroudsburg JHS		F232
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 10 feet, 6 inches	336sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		F234
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 6 inches	784sqft	28
Implementation Date		
2022-05-09		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		H209
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 12 feet, 3 inches	392sqft	14
Implementation Date		
2022-05-09		
Uploaded Files		

34Assurance Check

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

Building Name		Room #
Stroudsburg JHS		A123
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 6 inches	784sqft	28
Implementation Date		
2022-05-09		
Uploaded Files		

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35 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		D104
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 9 inches	952sqft	34
Implementation Date		
2022-05-09		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		E118
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 6 inches	784sqft	28
Implementation Date		
2022-05-09		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Stroudsburg JHS		F239
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 6 inches	784sqft	28
Implementation Date		
2022-05-09		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
Stroudsburg HS		B101
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Stroudsburg HS		B200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 6 inches	720sqft	25
Implementation Date		
2022-05-09		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Stroudsburg HS		A201
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-09		
Uploaded Files		

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41 Assurance Check

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

Building Name		Room #
Stroudsburg HS		D201
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 16 feet, 3 inches	520sqft	18
Implementation Date		
2022-05-09		
Uploaded Files		

42 Assurance Check

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

Building Name		Room #
Stroudsburg HS		D208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 18 feet, 9 inches	600sqft	21
Implementation Date		
2022-05-09		
Uploaded Files		

43Assurance Check

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

Building Name		Room #
Stroudsburg HS		C205
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 6 inches	816sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

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44 Assurance Check

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

Building Name		Room #
Stroudsburg HS		G108
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 19 feet, 3 inches	616sqft	22
Implementation Date		
2022-05-09		
Uploaded Files		

45 Assurance Check

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

Building Name		Room #
Stroudsburg HS		D109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 6 inches	912sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

46Assurance Check

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

Building Name		Room #
Stroudsburg HS		C131
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 2 inches x 24 feet, 3 inches	780sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

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47 Assurance Check

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

Building Name		Room #
Stroudsburg HS		B100
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-09		
Uploaded Files		

48 Assurance Check

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

Building Name		Room #
Stroudsburg HS		C135
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 11 feet, 3 inches	360sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

49Assurance Check

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

Building Name		Room #
Stroudsburg HS		C103
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 12 feet, 0 inches	384sqft	13
Implementation Date		
2022-05-09		
Uploaded Files		

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50Assurance Check

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

Building Name		Room #
B F Morey El Sch		31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 28 feet, 1 inches	1039sqft	37
Implementation Date		
2022-05-09		
Uploaded Files		

51Assurance Check

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

Building Name		Room #
Chipperfield El Sch		Green 152
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 25 feet, 3 inches	984sqft	35
Implementation Date		
2022-05-09		
Uploaded Files		

52Assurance Check

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

Building Name		Room #
Chipperfield El Sch		Green 142
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 3 inches	744sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

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53 Assurance Check

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

Building Name		Room #
Stroudsburg MS		B207
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 1 inches	1026sqft	36
Implementation Date		
2022-05-09		
Uploaded Files		

54 Assurance Check

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

Building Name		Room #
Stroudsburg HS		G117
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 6 inches	720sqft	25
Implementation Date		
2022-05-09		
Uploaded Files		

55Assurance Check

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

Building Name		Room #
Stroudsburg HS		B203
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 33 feet, 3 inches	1064sqft	38
Implementation Date		
2022-05-09		
Uploaded Files		

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56Assurance Check

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

Building Name		Room #
Chipperfield El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-09		
Uploaded Files		

57Assurance Check

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

Building Name		Room #
Stroudsburg MS		C507
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 3 inches x 24 feet, 9 inches	773sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

58Assurance Check

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

Building Name		Room #
Arlington Heights El Sch		RM 1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 4 feet, 2 inches	129sqft	4
Implementation Date		
2022-05-09		
Uploaded Files		

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59 Assurance Check

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

Building Name		Room #
B F Morey El Sch		30C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 9 feet, 6 inches	304sqft	10
Implementation Date		
2022-05-09		
Uploaded Files		

60 Assurance Check

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

Building Name		Room #
Hamilton Twp El Sch		B106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 4 feet, 2 inches	129sqft	4
Implementation Date		
2022-05-09		
Uploaded Files		

61Assurance Check

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

Building Name		Room #
Chipperfield El Sch		Green 146
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 16 feet, 6 inches	528sqft	18
Implementation Date		
2022-05-09		
Uploaded Files		

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62 Assurance Check

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

Building Name		Room #
Chipperfield El Sch		Green 150
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 11 feet, 8 inches	374sqft	13
Implementation Date		
2022-05-09		
Uploaded Files		

63 Assurance Check

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

Building Name		Room #
Stroudsburg JHS		B131
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 8 feet, 1 inches	258sqft	9
Implementation Date		
2022-05-09		
Uploaded Files		

64Assurance Check

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

Building Name		Room #
Stroudsburg MS		C412
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 6 inches x 13 feet, 5 inches	449sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

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65 Assurance Check

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

Building Name		Room #
Stroudsburg MS		B409
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 13 feet, 5 inches	429sqft	15
Implementation Date		
2022-05-09		
Uploaded Files		

66 Assurance Check

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

Building Name		Room #
Stroudsburg HS		C133
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 12 feet, 0 inches	384sqft	13
Implementation Date		
2022-05-09		
Uploaded Files		

67Assurance Check

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

Special Education Support Services

68Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	66	District Wide	District
School Psychologist	6	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	4	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Guidance Counselor	16	District Wide	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Social Stories			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1 1/2 hours	1	Intermediate Unit Other	Special Education Teachers

Description of Training			
Autism: Social Interactions and Skill Development			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1		Paraprofessionals

Positive Behavior Support

Description of Training			
FBA and PBSP			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training

Ripples Training			
Lead Person/Position		Year of Training	
Principals		2021-2022 and 2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators

Description of Training			
Positive School Wide Behavior Support			
Lead Person/Position		Year of Training	
Principals		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers Other

Paraprofessional

Description of Training			
High Leverage Practices			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Other	Paraprofessionals

Description of Training	
Social Emotional Learning	
Lead Person/Position	Year of Training

Director of Special Education/Assistant Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Other	Paraprofessionals

Description of Training			
Trainings in alignment with 10 Paraprofessional Competencies necessary in meeting the 20 hours of professional development requirement.			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022, 2022-2023, 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Pathways			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Special Education Teachers

Description of Training	
Path 2 Graduation	
Lead Person/Position	Year of Training
Director of Special Education/Assistant Director of Special Education/Principal	2021-2022

Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators

Science of Literacy

Description of Training			
Science of Reading Training			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Description of Training			
Small Group Automation Tool			
Lead Person/Position		Year of Training	
Director Special Education/Assistant Director of Special Education		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1 1/2 hours	1	Other	Special Education Teachers

Description of Training			
SONDAY			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2021-2022, 2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3-5	1-2	Other	Special Education Teachers

Parent Training

Description of Training			
IEP Development			
Lead Person/Position			Year of Training
Director of Special Education/Assistant Director of Special Education			2021-2022
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
FBA and PBSP			
Lead Person/Position			Year of Training
Director of Special Education/Assistant Director of Special Education			2021-2022
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Pathways			
Lead Person/Position			Year of Training
Director of Special Education/Assistant Director of Special Education			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

IEP Development

Description of Training			
Skills Based Goal Writing			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Progress Monitoring			
Lead Person/Position		Year of Training	
Director of Special Education/Assistant Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

