

Deer Lakes SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

19 East Union Road
 Cheswick, PA 15024
 (724)265-5300
 Superintendent: Janell Logue-Belden
 Director of Special Education: Lindsay McGaughey

Planning Committee

Name	Role
Rachel Mariano	Ed Specialist - School Psychologist : Professional Education Special Education
Leslie Crist	Elementary School Teacher - Special Education : Special Education
Jodi VanderSchaaff	Elementary School Teacher - Special Education : Professional Education Special Education
Gary Campbella	Parent : Special Education
Shelby Campbella	Parent : Special Education
Lindsay McGaughey	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 360

Identification Method

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

Currently, the District uses the severe discrepancy model in all buildings to determine a student's qualification for a learning disability. As the district continues to implement Response to Instruction and Intervention, students are routinely monitored through the use of benchmark assessments at the elementary level. Currently, at Curtisville Primary Center, the K-2 building, all students complete a benchmark assessment in reading and grades K-1 complete a benchmark assessment in mathematics. These benchmark assessments currently include DIBELS, iReady, In East Union Intermediate Center, students in grades 3-5 complete a benchmark assessment in reading and mathematics. If an elementary student receives an intervention in the area of reading, there are additional, more frequent assessments that are completed for progress monitoring. There are regularly scheduled team meetings when district staff review student data and schedule follow up meetings with families. If the team has concerns that a student is not making progress even with interventions, the team members complete a referral pack that includes all relevant student data. Upon review of this referral, the next steps are determined by the team, which includes the school psychologist. If the referral warrants a special education evaluation, with parental permission, the student is assessed in the areas of concern. During the special education evaluation, the student's obtained cognitive ability is compared to their results on a nationally normed assessment for academic achievement. If a significant difference exists between what the student has the ability to achieve and what the student is actually achieving, the student is found to be eligible for special education services as a student with a specific learning disability. After this determination is made, the team meets to review the results in the Evaluation Report and an Individualized Education Program (IEP) is offered for the student.

Enrollment

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

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

In December of 2017, the Deer Lakes School District identified 19.2% of the student population as eligible to receive special education services, which is higher than the state average of 16.9%. It should be noted that there was a decrease in overall student enrollment over the past two years.

Within the district, 44.6% of the students who qualify for special education services are identified as having a specific learning disability, as compared to the state average of 40.9%. The district's percentage has decreased approximately 2% each year, for the past four years, as a result of the implementation of new reading and mathematics curriculum and the use of Response to Instruction and Intervention at the elementary level. The Special Education Department has also purchased additional, more extensive assessments for special education teachers to use with their students to ensure the IEPs are addressing the specific needs of the students and identify when a student no longer has a weakness. The completion of additional assessments and the thorough review of re-evaluation reports has also allowed the district teams to determine that some students have made progress and are no longer eligible for special education services.

The next highest eligibility category that students qualify for special education services in the area of speech and language impairment. For the 17-18 school year, 15.7% of identified students had a diagnosis of speech and language impairment, which is significantly higher than the state average of 14.5%. This increase has occurred over the past two school years. It is believed to be a result of clarified internal district procedures on discharging students and an increase in the number of primary students with speech and language needs.

Autism is the third highest eligibility category for students in the Deer Lakes School District at 15.1%, compared to the state average of 11%. This percentage has increased five percentage points over the past five school years. This could still be a result of the increased incidence of students who receive an autism diagnosis and the proximity of specialized supports in the Pittsburgh area; in addition, the school psychologist was trained in using the ADOS-2 to diagnose Autism. Students who do not have an outside diagnosis of Autism are able to be evaluated within the district and identified under this category, compared to receiving services under another eligibility category.

The district identified 5.7% of special education students as students with an emotional disturbance as compared to state average of 8.6% of students. The lower discrepancy may be due to increased mental health services offered by the collaboration with Holy Family Institute and Family Behavioral Resources, a contracted social worker, and a contracted mental health specialist.

Non-Resident Students Oversight

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

1. The district meets all obligations under Section 1306 as the host district. The procedure for meeting these obligations are outlined in the BEC 24 P.S. Section 13-1306. The specific program will be developed through the IEP process and, if necessary, the Deer Lakes School District as the "host"

district will provide the program. If, during the IEP process, it is determined that another placement is more appropriate, then the district will provide transportation for the student.

2. The district ensures that students under this designation receive FAPE through the IEP process and meetings with the IEP team.

3. Transportation has previously presented as a difficulty as well as the limitations for how, when, and where a student is permitted to receive instruction based on the programs' requirements; however, even though these areas may present challenges, the district continues to strive to meet its obligations.

Incarcerated Students Oversight

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

The District does not have facilities for incarcerated students at this time; however, if one were to locate in the District, Child Find activities would be in place to locate, identify, evaluate, and if eligible, offer a free appropriate public education. In addition, if needed, consultation would be requested from the Allegheny Intermediate Unit as to how to accommodate the student's needs in this setting.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Deer Lakes School District is committed to providing students an education in their least restrictive environment. Over the past four years, the district has partnered with outside agencies, including the Watson Institute and Allegheny Intermediate Unit, to support IEP teams in utilizing supplementary aids and services so students can participate in the regular education classroom and

curriculum with their peers. When a team member has concerns about how a student is progressing in their current placement, the IEP team meets and determines if additional data is needed. If more data is needed, a re-evaluation is completed and the IEP team reviews the new data and recommendations. If the IEP team has exhausted the supports and services that are available within the child's neighborhood building, the team explores placement outside of the district. Additionally, The Director of Special Education reviewed the data from the Special Education Data Report with building teachers, as well as the public at a school board meeting. When presenting to the teachers, the Director also reviewed research and best practices on inclusion and when presenting to the public, she shared district programming information.

2. The Deer Lakes School District continues to implement a co-teaching model at both secondary buildings. At the Deer Lakes High School, the Director of Special Education and High School Principal participated in a Co-Teaching Professional Learning Community with the Allegheny Intermediate Unit (AIU) which was supported through a grant. Over the course of a school year, the administrators participated in 15 hours of professional development, which included meetings, webinars, district tours, readings, and a cumulative research project. In addition, there were three days of professional development provided to the co-teaching teams at the high school.

Deer Lakes has also participated in the Project MAX trainings and support with the assistance of a grant. A team of middle school educators and administrators completed five days of training at the Allegheny Intermediate Unit. The team submitted a final project and utilized the resources and skills to support students with complex needs to actively participate in the regular education classroom. There was follow up onsite training provided to the middle school staff to facilitate the expansion of the initiative as well as support IEP teams working with individual students.

Over the past four years, the district has partnered with the Allegheny Intermediate Unit Training and Consultation team to implement assistive technology supports for students so they can participate in both the regular and special education classrooms. The AIU consultant collaborates with IEP teams to complete assistive technology evaluations for students and then provide follow up support to the teacher, student, and parent. Deer Lakes currently purchases several programs and subscriptions that allow students to have access to text-to-speech, talk-to-text and word prediction software, audiobooks, and other supports. The Director of Technology has previously attended professional development on the different programs and the consultant collaborated with the administration on what programs would work best when the district transitioned to one-to-one with Chromebooks and iPads. During multiple in-service days, the AIU consultant provided onsite training for paraprofessionals on the programs the district purchased for students, as well as universal accessibility features. Onsite training was also provided for individual teachers, IEP teams, students, and parents and this continues as needed. In some situations, the special education teachers and other department staff now have the understanding and capacity to determine what assistive technology to trial and purchase for a student.

Through the support of a grant from the Allegheny Intermediate Unit in partnership with the Pittsburgh Penguins Foundation, a team consisting of a primary special education teacher, speech therapist, and administrators utilized the program TeachMate365, now ONEder, on iPads to support students who have communication needs. The team attended two days of trainings at the Allegheny

Intermediate Unit, and the AIU staff provided follow up training at the primary building. The special education teacher and one of her students were featured in a video that was published as a result of grant. The two elementary speech therapists have attended training on Language Acquisition through Motor Planning (LAMP) and there was additional onsite training provided by Prentke Romich Company to other district staff, including special education teachers, regular education teachers, and paraprofessionals. A team of staff from the Curtisville Primary Center recently attended a three day Pittsburgh Augmentative and Alternative Communication (AAC) Language Seminar to learn how to further incorporate the use of AAC devices in all school settings.

Currently, a team from the Curtisville Primary Center is participating in the Beyond Dyslexia Pilot program that is being offered through PaTTAN and the Allegheny Intermediate Unit. This program is funded through a grant and provides training at PaTTAN, as well as onsite support from the AIU. The primary building previously participated in programs related to Response to Instruction and Intervention, also known as Multi-Tiered Systems of Supports, and is pursuing additional interventions to support students who struggle in the area of basic reading skills. The Director of Special Education, school psychologist, and several special education teachers have attended training on dyslexia offered by the Allegheny Intermediate Unit and additional conferences offered by other organizations, such as the International Dyslexia Association. Over the past two years, the district has implemented the use of tier two and tier three intervention programs that support students with dyslexia. At this time, in addition to several other intervention programs, both elementary buildings now have staff who are trained in the use of Wilson Foundations and the Wilson Reading System.

There are now sensory rooms in Curtisville Primary Center, East Union Intermediate Center, and the Deer Lakes Middle School, which is an expansion from one building to three buildings over the past four years. The district partners with a contracted company for an Occupational Therapist and Physical Therapist, who have collaborated to ensure the sensory spaces address the needs of the students in the buildings. A consultant from the Watson Institute and members of the Training and Consultation staff at the Allegheny Intermediate Unit have also provided onsite targeted support to building staff, including special education and regular education teachers, principals, and paraprofessionals. This support has ranged from collecting behavioral data, suggesting strategies to trial, modeling, reviewing current curriculum materials and sharing other resources, completing the Supplementary Aids and Services Toolkit, and utilizing Student Centered Planning. The goal of these supports are to help school teams address behavioral and academic concerns, including but not limited to completing Functional Behavioral Assessments, so students are able to continue to participate in the school building with their peers.

3. According to the Special Education Data Report for the 17-18 school year, the Deer Lakes School District increased the number of students who are with their peers for over 80% of the day by 6.6% over two school years. While the district percentages are still below the state average of 62%, this improvement is attributed to a concentrated effort to increase the time that students with disabilities are participating with their peers. The administration met with teachers to review data and what supports students needed, as well as make schedule changes to allow students to have more access to the core curriculums.

While currently there are 6.6% of special education students attending a program outside of the district, which is above the state average of 4.9%, the percentage of students attending outside programs has decreased 1.5% over two years. The district staff has successfully transitioned students back from out of district programs to district programs. This was completed using the re-evaluation process and accessing the supports listed above. The Director of Special Education and school psychologist monitor the students who attend programs outside of the district to determine when the data supports a re-evaluation. In addition, if a student is struggling within the district building with the use of all available supports, the re-evaluation process is completed to determine if the student has a higher level of need that requires a program outside of the district.

Behavior Support Services

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

The Deer Lakes School District has a policy, **Behavior Support Policy 113.2** that requires that the IEP team develop a Positive Behavior Support Plan (PBSP) if a student requires interventions to address behaviors that impede the learning of themselves or others. The PBSP must be based on a Functional Behavior Assessment (FBA).

The Board directs that the behavior support programs be based on positive rather than negative interventions, and free from demeaning treatment, the unreasonable use of restraints, and aversive techniques. Restraints are only used to control acute or episodic aggressive behavior when a 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. A restraint is defined as an application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, only excluding a few instances such as briefly holding a student to calm him/her, guiding a student to an activity, holding a student's hand, providing hand-over-hand assistance, and the use of medical or therapeutic devices per a medical professional.

In addition, within the policy, it is noted that the Superintendent or designee will provide regular training of staff in the use of specific procedures, methods and techniques, including restraints. The district also maintains and reports the use of restraints, as well as follows the IEP team process, as required by the Pennsylvania Department of Education. Deer Lakes School District Policy 113.2 also reviews the definition and utilization of seclusion, as well as prohibits the aversive techniques that are not allowed by law. It includes the requirement to reconvene the IEP team and determining the appropriate next steps if law enforcement is notified.

The Deer Lakes Special Education Department provides training on an annual basis to the special education teachers and paraprofessionals on the use of de-escalation techniques and physical restraints. Board Policy 113.2 and district reporting procedures are also reviewed during the

training. Hall monitors, security personnel, select guidance counselors, and select principals have also been trained. The special education teachers have received professional development on the completion of FBAs and PBSP during in-service and specific teachers have attended a two-day training on FBA/PSBP at PaTTAN. There has been a significant increase in the number of re-evaluations that were completed to conduct a FBA over the past four school years (33 FBAs were completed by the school psychologist during the 2017-2018 school year).

All district staff received training from a national speaker on Positive Behavior Support strategies that can be utilized in their classrooms. Several members of the Allegheny Intermediate Unit Training and Consultation team have provided onsite support to district staff in the way of professional development, consultation for specific students, and review of curriculum materials. The district also maintains a contract with the Watson Institute to provide support to students, families, and teachers when a student is struggling behaviorally. The Watson consultant has conducted mini training sessions for groups of paraprofessionals on de-escalation techniques and working with students who have mental health needs.

New research based social and emotional learning curriculum materials have been purchased for all of the emotional support classrooms so that students can receive social skills instruction if needed. The district also purchased additional rating scales and assessments in the areas of truancy and social skills to be able to gather more data on students' behavioral needs. The secondary emotional support teachers have spent an increased amount of time as co-teachers in the regular education setting to be able to assist students in generalizing their skills.

The Deer Lakes School District currently contracts with a full-time licensed therapist and a part-time mental health clinician. These individuals, in collaboration with the building guidance counselors and other professionals, maintain the Student Assistance Program (SAP) team. When students are referred for a special education evaluation or re-evaluation due to a behavioral concern, the special education administration checks to see if the student was referred to SAP. Deer Lakes recently changed the provider of the contracted district SAP liaison, and this individual attends SAP meetings, conducts screenings, and conducts groups according to student needs. In addition, the district has a contract with a company to provide school-based outpatient therapy. Over the past two years, there has been an increase in the number of students who are receiving services so there are several therapists who work in the building throughout the week. Some students are referred to by the district to school-based partial hospitalization programs in collaboration with the family and outside providers. The special education office currently works with several partial hospitalization programs to support students in a more therapeutic environment, and then the students may transition either to a higher level of care or back to the district building.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The IEP process is used to identify the program that is most appropriate to meet the student's needs based on a review of data and IEP team member feedback. If during this process, after reviewing the district programs, the IEP team determines that the current district programs, including all available supplementary aids and services, will not provide the student with the opportunity to make reasonable progress, the team will consider an out of district program option. The Deer Lakes School District has collaborated with over fifteen off-site programs, as well as the Allegheny Intermediate Unit and a contracted company for related services. Upon continued review of the types of programs that students are attending outside of the district, the district is considering options to provide full-time emotional support programs, including partial hospitalization services. When the team is in need of additional support to locate an appropriate program, the educational liaison for Allegheny County has been contacted for resources. The use of technology to support students is also reviewed and considered, which has prompted the district to contract with multiple online programs to provide homebound instruction and cyber school. In addition, all students have access to at least one device and the district installs additional software as determined by the IEP team so the student can access the curriculum from home.

2. The Deer Lakes School District provides a continuum of services throughout the district with highly trained professional and support staff. The staff includes special education teachers, speech therapists, paraprofessionals, a school psychologist, an administrative assistant, and the Director of Special Education. In addition, the district contracts with a company for occupational and physical therapists. Through the continued partnership with the Allegheny Intermediate Unit, the district obtains hearing and vision support services. Deer Lakes also contracts with a social worker and a mental health liaison.

At the Curtisville Primary Center, for kindergarten to second grade, there are three special education teachers who provide life skills, emotional support, autistic support, and learning support services.

A full-time speech therapist provides speech and language support and there is a sensory room located within the building. In the next building, the East Union Intermediate Center, for grades third through fifth, five special education teachers provide life skills, emotional support, autistic support, and learning support services. During the 18-19 school year, the district hired another special education teacher in this building to open a new classroom, which primarily supports students with autism. This building has a newly created sensory room and there is a full-time speech therapist who provides speech and language therapy.

In the Deer Lakes Middle School, for students in grades sixth through eighth, there are six special education teachers who provide life skills, emotional support, autistic support, and learning support services. Several of the teachers co-teach in the core subject courses and the students who participate in life skills support begin community-based instruction. There is a newly created sensory space in this building. As a result of an increase in the number of students receiving in speech and language services, the part-time speech therapy position was changed to full time during

the 17-18 school year. This therapist supports students receiving speech and language services in all school buildings and also provides social skills instruction. At the Deer Lakes High School, there are six special teachers who provide life skills, emotional support, autistic support, and learning support services. The students who complete courses in the life skills classroom have the opportunity to participate in the Brew Crew to practice daily living, math, and social skills. Students also attend community-based instruction on a weekly basis. There is a very active Best Buddies Club at the high school that offers friendship and leadership opportunities to impact students with and without disabilities. This has branched into a new course that is offered during the school day, titled Peer to Peer Mentoring, to allow students to support each other in elective courses.

Deer Lakes collaborates with a variety of different agencies to support students and their families. The Office of Vocational Rehabilitation is contacted to support students as they plan for the transition to adult life after high school. There is an agency contracted to provide Pre-Employment Transition Services for students who are a few years away from graduation. The district has contracted with programs to support students who are transitioning to an adult training program after graduation or require additional supported instruction to meet their transition goals. There is ongoing and open communication with the Allegheny County Office of Behavioral Health through the school-based liaison. The district collaborates with Children and Youth Families, advocates, service coordinators, and other agencies representatives to address the needs of students. Beginning in the fall of 2018, Deer Lakes also partnered with the Boy Scouts of America to offer opportunities and classes in each building through their TrailBlazers and Champions programs.

Students in grades ten through twelve have the opportunity to attend the partnering career and technical center, A.W.Beattie, and receive support through the program's learning facilitators.

3. At this time, the Deer Lakes School District has begun to gather student data, review program needs and costs, to determine if it would be advantageous to open a school-based partial hospitalization program or full-time emotional support therapeutic classroom for both elementary and secondary students. This process started because of the increased need to address students' mental health concerns, as seen by the increase in the number of student referrals to partial hospitalization programs, student crisis situations, and student visits to the Emergency Rooms due to mental health.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Ridgeview	Nonresident	Ridgeview provides the academic and therapeutic support, Deer Lakes School District acts as LEA for the facility.	34

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sunrise School	Special Education Centers	Life Skills Support	2
Watson Education Center	Approved Private Schools	Multiple Disabilities Support	2
Western PA School for the Deaf	Approved Private Schools	Deaf and Hearing Support	1
Children's Institute	Approved Private Schools	Autistic Support	1
Longmore Academy	Other	Emotional Support	2
PACE School	Approved Private Schools	Autistic Support	1
Wesley Family Services School Based Partial Hospital Program (Highlands)	Other	Emotional Support	4
Western PA School for the Blind	Approved Private Schools	Blind and Visually Impaired	4
Watson Institute School Based Cyber Academy	Other	Autistic Support	1
Watson Institute Friendship Academy	Approved Private Schools	Emotional Support	2
McGuire Memorial	Approved Private Schools	Multiple Disabilities Support	1
Center Avenue School	Neighboring School Districts	Emotional Support	1
Child and Adolescent Partial Hospitalization Program (Leechburg)	Other	Emotional Support	1
New Story at Monroeville	Special Education Centers	Emotional Support	1
Conroy School	Neighboring School Districts	Multiple Disabilities	1
Goodwill Transition Works	Other	Life Skills Support	1
Project SEARCH	Other	Autistic Support	1
St. Stephen's School	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	4	0.4
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.4
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 6	1	0.01
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	2	0.07
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	8 to 8	1	0.12
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	0.05
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	0.95
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	2	0.1
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 6	4	0.33
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3
Locations:				
Curtisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.02

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Curtisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.3
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	4	0.09
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	3	0.37
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.04
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	9 to 10	4	0.2

but More Than 20%)				
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	2	0.25
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.1
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	0.65
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.1
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	18	0.9
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.12
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 11	2	0.16
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	8	0.4
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.25
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.02
Locations:				
East Union	An Elementary School	A building in which General Education		

	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	2	0.03
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	18	0.36
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	11	0.55
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.09
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.35
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	2	0.16
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	2	0.25
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	17	0.34
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.5

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	2	0.16
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	8	0.16
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 14	4	0.08
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	9	0.45
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.3
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	2	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	10	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.45
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 13	4	0.35
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	10	0.2
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	2	0.04
Locations:				
Deer Lakes High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	19 to 19	1	0.02
Locations:				
A.W. Beattie	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* May 1, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 16	1	0.12
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.15
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 17	7	0.35
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 18	3	0.37
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	0.84
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 17	1	0.16
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	22	0.44
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	18 to 18	3	0.25
Locations:				
Deer Lakes High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	18 to 18	2	0.06
Locations:				
Deer Lakes High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 16	2	0.25
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	10	0.75
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 18	4	0.34
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.16
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.12
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	2	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	14	0.28
Locations:				
Deer Lakes High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 1, 2015

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

PROGRAM SEGMENTS

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

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	65	1
Locations:				
East Union	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 1, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	24	0.5
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	15	0.3
Locations:				
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	11	0.2
Locations:				
Deer Lakes High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.04
Locations:				
Curtisville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 13	3	0.06
Locations:				
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* October 17, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 11	1	0.08
Locations:				
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	3	0.38
Locations:				
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.04
Locations:				
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	All district buildings	1
School Psychologist	All district buildings	1
Paraprofessionals	All district buildings	30

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Outside Contractor	5 Days

D/A and Mental Health Counselor	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	2.25 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Professional Development will be provided to staff through the use of consultants who come onsite and support IEP teams working with students who have autism. This includes team meetings, observations, and small group presentations that continue to support the use of research-based strategies. In addition, district staff will attend off-site training as they are scheduled.
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	5
# of Sessions	10
# of Participants Per Session	4
Provider	School District, consultants, IU and PaTTAN
Provider Type	Contracted consultants
PDE Approved	Yes
Knowledge Gain	The topics that staff will learn additional information on, include social skills, social stories, communication and language, applied behavior analysis, and working with students who have autism. The targeted onsite consultation provides the staff with feedback and additional strategies to support a specific student.
Research & Best Practices Base	Any intervention or strategy that the district staff learn about through workshops or consultants, will be supported by current research.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	Participant survey
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Behavior Support

Description	District staff will participate in training, as required by the Pennsylvania Department of Education, on de-escalation and restraints, as well as additional professional development in the areas of positive behavior support, mental health, and social-emotional learning. There is also ongoing consultation for teams and individuals.
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	25
Provider	School District, consultants, IU, and PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Staff will learn what techniques to use to approach a student who is experiencing difficulties in their behavior. They will learn how to keep staff and students safe using physical restraints as a last resort and how to report the situation to the administration. In addition, the staff will learn more about positive behavior support and how to utilize interventions to reduce behaviors of concern and teacher replacement behaviors, as well as reinforce at the appropriate times. Working with students who have a mental health diagnosis and may have experienced trauma will also be covered due to the need of the students in Deer Lakes.
Research & Best Practices Base	The strategies that will be taught to the staff will be research-based and allow staff to respond in a positive manner.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on

	<p>effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
Evaluation Methods	<p>Participant survey</p>

Paraprofessional

Description	The district paraprofessionals will receive training so they can gain knowledge related to the standards listed in the PA Credential of Competency and obtain the required in-service training on an annual basis.
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	20
# of Participants Per Session	30
Provider	School District, consultants, IU and PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	The concepts that will be covered during the in-service training will align with the ten CEC performance-based standards and will address any additional topics the Department of Education requires. These mandated topics include CPR/First Aid, Suicide Awareness, Identifying Child Abuse and Reporting, and De-escalation and Restraint training. Additional topics address the characteristics of learners with disabilities, the use of instructional and behavioral strategies, technology, data collection, and review of district initiatives.
Research & Best Practices Base	The strategies that are shared with the paraprofessionals by consultants are research-based.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other	Empowers leaders to create a culture of teaching and learning, with

educators seeking leadership roles	an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation
Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading

Description	Special education teachers will receive additional training on effective reading instruction, dyslexia, tiered interventions, research-based programs, as well as differentiated instruction. To further support this initiative, ongoing consultation will be provided by consultants. The goal is to improve the performance of students who have an IEP on state standardized assessments, but more importantly, make progress on their individual reading goals.
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	4
# of Sessions	9
# of Participants Per Session	5
Provider	School District, consultants, IU, and PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Special education teachers will learn about how to teach reading using best practices and how to instruct students with specific learning disabilities through the use of research-based interventions and programs. In addition, the use and review of data to determine appropriate interventions will be discussed by the consultants and teachers. All teachers are able to gain knowledge on how to differentiate instruction to reach all learners so they are able to participate in the core curriculum in preparation for grade level assessments, which can include using technology and additional resources that the district has purchased.
Research & Best Practices Base	There is research on the interventions and programs that best support students to learn reading and addresses weaknesses that some students display. Research has also been conducted to address the use of differentiated instruction and the importance of access to grade-level content for all students. This research will be shared as part of ongoing professional development.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	Secondary Special Education Teachers and Speech Therapists will receive training on the updated requirements of a compliant transition age Individualized Education Plan, in accordance with the Individuals with Disabilities Act, Part B and State Performance Plan Indicator 13.
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	13
Provider	IU, District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professionals will review the basis for effective and compliant secondary transition practices. Teachers will learn about the seven areas that are required by Indicator 13 for compliant secondary transition practices. This will include time to critically review IEPs, based on provided checklists, to ensure compliance.
Research & Best Practices Base	The PA SPP Indicator 13 and Transition Practices checklist that is used throughout the training provides best practices questions and sample evidence after each section. In addition, this practice is required both by the state and federal government because it is well known that IEP teams must identify post-graduation goals and help students obtain the goals throughout the students' secondary coursework.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Related Service Personnel Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of IEPs of students who are 14 or older</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer