

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 398
School District Total Student Enrollment 1806
Percent of Students Receiving Special Education 22

Steering Committee

Name	Position/Role	Building	Email
Lindsay McGaughey	Director of Special Education	Deer Lakes SD	lmcgaughey@deerlakes.net
Dr. Rachel Mariano	Other	Deer Lakes SD	rmariano@deerlakes.net
Dr. Janell Logue-Belden	Superintendent	Deer Lakes SD	jloguebelden@deerlakes.net
Bobbi Ann Barnes	Other	Deer Lakes SD	bbarnes@deerlakes.net
Jennifer Cavalancia	Building Principal	Deer Lakes SD	jcavalancia@deerlakes.net
Jodi VanderSchaaff	Building Principal	Deer Lakes SD	jvanderschaaff@deerlakes.net
Dr. Samantha Abate	Building Principal	Deer Lakes SD	sabate@deerlakes.net
Dave Campos	Building Principal	Deer Lakes SD	dcampos@deerlakes.net
Ryan Aleski	Building Principal	Deer Lakes SD	raleski@deerlakes.net
Patrick Baughman	Building Principal	Deer Lakes SD	pbaughman@deerlakes.net
Autumn Weleski	Special Education Teacher	Deer Lakes HS	aweleski@deerlakes.net

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)

Improvement and Planning Activity
Deer Lakes School District will continue to provide training to professional special education staff regarding transition services, including the documentation of measurable postsecondary goals based upon age-appropriate transition assessments. Currently, the district is partnering with a contracted transition consultant to provide staff with various transition assessments and create guidelines on when to use each type.
Deer Lakes School District will continue to provide training to professional special education staff regarding transition services, including the appropriate documentation of transition services and activities. Currently, the district collaborates with the Allegheny Intermediate Unit and is also partnering with a contracted transition consultant who will support the secondary special education teachers in reviewing the transition activities available to students and how to document them within the IEP.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Deer Lakes School District will continue to provide training to professional special education staff regarding t

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
Upon a review of the most recent data available, Deer Lakes was not flagged because the risk ratio did NOT exceed the threshold for three consecutive years.	

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Upon a review of the most recent data available, Deer Lakes was not flagged because the risk ratio did NOT exceed the threshold for three consecutive years.	

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.)

At this time, there are no other programs located in the district. The district meets all obligations under Section 1306 as the host district. The procedure for meeting these obligations is 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. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Transportation has previously presented as difficult 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 have presented challenges in the past, the district continues to strive to meet its obligations.

Incarcerated Students Oversight

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

No

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

According to the Special Education Data Report for the 20-21 school year, the Deer Lakes School District increased the number of students who are with their peers for over 80% of the day by 10.4% over three school years to 61.9%. The district percentages are now only 0.2% below the state average of 62.1%, this continued 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. Currently, there are 5.1% of special education students attending a program outside of the district, which is only slightly above the state average of 4.7%, the percentage of students attending outside programs has decreased another 1.7% over the past three years. The district staff has successfully transitioned students back from out-of-district programs to district programs. Building level administration and IEP teams support the transition process so students experience success in the lesser restrictive setting. 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. In 2019, the district partnered with Wesley Spectrum Family Services to host a Child and Adolescent Partial Hospitalization Program for students in grades K through 12 at the Deer Lakes High School. This additional support within the district has allowed students to receive their services without being placed in an outside program. The Deer Lakes Special Education Department is committed to meeting the needs of students with disabilities and helping them reach their potential while providing them an education in their least restrictive environment. The district has continued to partner with outside agencies 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 support and services that are available within the child's neighborhood building, the team explores placement outside of the district. As a result of the increased support available in the district, there has been a decrease in the number of students who need to attend outside programs.
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 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, a behavior/mental health consultant and a mental health liaison. 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. 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. This building also has a 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. Currently, there is a co-teacher assigned to support each grade level team to support students in the core subject areas. There is a full-time speech therapist who spends half of her time at the middle school providing speech and language services 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. There is a full-time speech therapist who spends half of her time at the high school providing speech and language services and also provides social skills instruction. The students in the life skills classroom have the opportunity to participate in daily living and transition programs.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

For the 2021-2022 school year, one of the elementary schools, East Union Intermediate Center, participated in the Mikayla's Voice program. Throughout the year, all students and staff participated in inclusive assemblies and received inclusion resources. A group of students with and without disabilities also completed the unique Wheels of Friendship art program. During the 2020-2021 school year, the Deer Lakes School District was awarded the Resources for Universal Design for Learning Implementation Grant. Core teams from both elementary buildings made up of administrators and special education teachers participated in professional development on UDL. After creating an action plan, the district collaborated with Dr. Katie Novak to provide in-person professional development for all teachers and paraprofessionals. Staff created choice boards to be used during instruction for all students. At the secondary buildings, the successful High School Best Buddies program has been expanded to the Deer Lakes Middle School. At the high school, the Special Olympics Unified Sports Bocce program was started and the district just completed the second season with two teams of students with and without disabilities. To provide further transition opportunities for students, students in the high school Life Skills Program participate in Mock

Interview Day, Disability Mentoring Day, and Workplace Readiness Training through OVR and the CLO Academy. The district continues to collaborate with the Allegheny Intermediate Unit Training and Consultation team to implement assistive technology and behavioral supports for students so they can participate in both the regular and special education classrooms. The AIU consultants collaborate with IEP teams to complete assistive technology evaluations and trials, as well as create behavior response plans. The Deer Lakes School District continues to implement a co-teaching model at both secondary buildings, with staff starting to utilize the practice at the intermediate center. After participating in the Beyond Dyslexia Pilot grant program, Curtisville Primary Center has implemented additional interventions to support students who struggle in the area of basic reading skills. At this time, in addition to several other intervention programs, staff in all four district buildings have been trained in the use of Wilson Foundations and the Wilson Reading System, a program with the Accreditation Plus designation by the International Dyslexia Association, to support students with dyslexia.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. During IEP meetings, the team discusses participation in extracurricular activities. If there is an extracurricular activity that the student would like to attend, the IEP works through what accommodations and supports, including related services, such as paraprofessional support, the student will need to be successful. Students with IEPs participate in various activities, including performing arts and sports.
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? Participation in extracurricular activities is discussed at the IEP team meetings, including the students who attend outside private programs. The LEA at the meeting, which is the Director of Special Education, provides the team members with information about the grade-appropriate extracurricular activities if there is interest. If there is an extracurricular activity that the student would like to attend, the IEP works through the schedule, transportation, and other related services, such as paraprofessional support, so the student can attend the activities at the district building. This has been successful for students over the past several years and has shown to be helpful in planning transitions back to the home district building for academic instruction. 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, including live virtual instruction and the use of online programs.
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) Since the last plan was completed, the district has partnered with a provider to open a Child and Adolescent Partial Hospitalization Program for students in grades K through 12, which was in response to the number of students who required full-time support for emotional and behavioral needs. At this time, the district is partnering with a consultant to further advance the community-based instruction and transition program. This will help to provide further in-district support to secondary students who require full-time supports to meet their post-secondary goals.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Sunrise School	Other	Special Education Center	Allegheny Intermediate Unit	Learning Support	—
Sunrise School	Other	Special Education Center	Allegheny Intermediate Unit	Multiple Disabilities Support	—
Watson Education Center	Approved Private School (APS)		Watson Institute	Life Skills Support	—
Watson Education Center	Approved Private School (APS)		Watson Institute	Multiple Disabilities Support	—
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind	Blind and Visually Impaired Support	—
The Children's Institute	Approved Private School (APS)		The Children's Institute	Autistic Support	—

Center Avenue Community School	Other	Neighboring School District	Butler Area School District	Emotional Support	---
Watson Institute Friendship Academy	Approved Private School (APS)		Watson Institute	Emotional Support	---
Hope Academy	Licensed Private Academic		The Hope Center	Autistic Support	---
Transitions Program	Licensed Private Academic		Glade Run Lutheran Services	Life Skills Support	---
Learning Disabilities Learning Community	Other	Other	Community College of Allegheny County	Life Skills Support	---
Watson Institute School Based Cyber Academy	Licensed Private Academic		Watson Institute	Autistic Support	---
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Speech and Language Support	---

Positive Behavior Support

Date of Approval

2013-08-19

Uploaded Files

Behavior Support Policy 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
Deer Lakes continues to operate itinerant and supplemental emotional support programs in each building that have access to several research-based social and emotional learning curriculums. Speech therapists and special education teachers support social skills instruction. Special education staff have received training in de-escalation, restraints, positive behavior support, and functional behavioral assessments. When there are behavioral concerns, a functional behavioral assessment is completed. The Allegheny Intermediate Unit behavior consultant supports IEP teams in conducting an initial line of inquiry and creating a behavior response plan. In addition, there is a current contract with the Watson Institute for any needed complex behavioral assessment. Since the last plan was completed, the district has partnered with a provider to open a Child and Adolescent Partial Hospitalization Program for students in grades K through 12. As a result, Deer Lakes now offers full-time emotional support programming within the district.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
The 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. Currently, the training that is provided is Crisis Prevention Intervention (CPI). Board Policy 113.2 and district reporting procedures are also reviewed during the training. 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 for behavior consultation to provide support to students, families, and teachers when a student is struggling behaviorally. The contracted social worker has conducted mini-training sessions for groups of paraprofessionals on de-escalation techniques and working with students who have mental health needs.
3. Describe the district positive school wide support programs.
At the two elementary buildings, Curtisville Primary and East Union Intermediate Center, the building-based teams have completed three days of MTSS/PBIS training with a facilitator from the Allegheny Intermediate Unity. The teams are implementing School-Wide Positive Behavior Supports in various settings including the hallway, arrival/dismissal, cafeteria, and busses. The building teams conduct monthly faculty meetings to analyze data and share successes and challenges. Implementation at Tier 1 Universal level will continue throughout the 2021-2022 school year, with the buildings on track to meet fidelity requirements of the PaPBS Network by Spring 2023. At the Deer Lakes Middle School, the teaching and paraprofessional staff have received training on positive behavior support from the Allegheny Intermediate Unit consultants. Deer Lakes is also working on the implementation of a trauma-informed education plan. At the Deer Lakes High School, a “renew” room was created as a safe space for students to take a break and also learn coping strategies. High school students were given a survey on what types of topics they would like to see offered in small group sessions; stress management was the most requested topic so groups run by mental health staff have started.
4. Describe the district school-based behavior health services.
The Deer Lakes School District currently contracts with two full-time and one part-time mental health clinicians, with one serving as a district-wide social worker. 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 a re-evaluation due to a behavioral concern, the special education administration checks to see if the student was referred to SAP. All four buildings have active SAP teams, which include the guidance counselor, nurse, teachers, and administrators. An agency SAP liaison attends the meeting, completes mental health screenings with students, and provides resources and services. Group sessions are offered to students for a period of time, such as six to eight weeks, to address an area of concern (ex: grief group, changing families). Secure documents have been created for each building so administrators are able to see students who are receiving support through SAP/CARE. SAP team members check in with students and families to provide services and resources. By the end of the year, there are typically around 300 students who have been referred. As part of the SAP screening process, if the recommendation is for outpatient therapy, one of the providers that are shared with families is our SBMH provider. In addition, some of the families who use the SBMH provider find out that they can receive services in school and inquire about changing the location from an outside office to the school. There continues to be an increase in the number of students who are receiving services so there are several therapists who work in the building throughout the week. In 2019, the district partnered with Wesley Spectrum Family Services to host a Child and Adolescent Partial Hospitalization Program for students in grades K through 12 at the Deer Lakes High School. This school-based partial program offers intensive mental health and behavioral services that are designed to be embedded within educational programming. The average length of stay in the program can vary from 3 months to 2 years and is directly dependent upon the student’s

needs. A student would leave their school district and receive their education and therapeutic services at the program. While the student is enrolled, the student receives individual, group, and family therapy, as well as psychiatric support throughout the school day. Students who meet the criteria for the school-based partial program have generally accessed other less restrictive mental health services in the past, such as outpatient treatment, and are now enrolled in the program because it's been determined that previous levels of care have not been effective. The partial program accepts other district's students and has currently partnered with over 13 districts in the area, spanning three counties. The following list includes the current mental health supports that the district is currently implementing: Rachel's Challenge, Stand Together, Signs of Suicide (SoS), No Place for Hate, Second Step, Promoting Alternative Thinking Strategies (PATHS), Hope Squad, and Safe2Say. Additional supports are provided through non-profit organizations such as Highmark Caring Place and Cancer Bridges while a district-level team has been trained on the Virginia model of threat assessments. District staff has received training on trauma-sensitive school practices, trauma-informed classroom practices, mindfulness, and the secondary teachers were trained on Youth Mental Health First Aid.

5. Describe the district restraint procedure.

Within the policy, it is noted that the Superintendent or designee will provide regular training to 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. The following is the procedure to be completed after each restraint: 1. Staff involved notify the building principal on the date of the restraint; the building administrator is typically at the location of the restraint as an observer. 2. Staff involved notify the student's assigned IEP Case Manager and they contact the parent on the same date of the restraint. They make a phone call and/or notify in person if the parent is at school that day. The IEP Case Manager completes the Parent Notification Letter and sends it home to the parent on the same day or next school day. 4. The staff involved begin to complete the Restraint Notification Form and notify Director of Special Education via phone or email of the restraint on the same day as the restraint. 5. Once the Parent Notification Letter has been returned, the IEP Case Manager finishes the Restraint Notification Form with the follow-up information completed. If the Parent Notification Letter is not returned within the first four calendar days, the IEP Case Manager sends the letter again and if there is no reply, an IEP meeting must be scheduled and occur within 10 days of the restraint. 6. If a meeting is requested by the parent or the team would like to meet, the IEP Case Manager schedules an IEP team meeting and issues an invitation. 7. After the Parent Notification Letter is received and/or the IEP meeting takes place, the original Parent Notification Letter and Restraint Form is sent to the Special Education Office. 8. The Special Education Office, specifically the Director of Special Education, completes the restraint reporting in the RISC system quarterly.

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.

At this time, there are no areas of concern related to students who are placed on Instruction Conducted in the Home or who are at risk of waiting more than 30 days for an appropriate educational placement. The Deer Lakes School District has collaborated with over twelve off-site programs, as well as the Allegheny Intermediate Unit and a contracted company for related 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. In addition, the Allegheny Intermediate Unit is contacted for Intensive Interagency support.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program #26	Secondary	Full-time (1.0)	04/26/2022 02:08 PM

Building Name			
Deer Lakes HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Full-Time (80% or More)			12
Identify Classroom	Classroom Location		Age Range
School District	Secondary		13 to 18
Age Range Justification			FTE %
This is a school-based partial hospitalization program in partnership with Wesley Spectrum Family Services so elementary students could attend that have varying ages within this range. There will be a paraprofessional and two Master Level Therapists assigned to the class to allow for small group instruction and individualized programming. Students' IEP goals will be addressed and the IEP will be implemented even with the possible greater age range.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program #25	Secondary	Full-time (1.0)	04/26/2022 02:08 PM

Building Name			
Deer Lakes HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Full-Time (80% or More)			12
Identify Classroom	Classroom Location		Age Range
School District	Secondary		6 to 13
Age Range Justification			FTE %
This is a school-based partial hospitalization program in partnership with Wesley Spectrum Family Services so elementary students could attend that have varying ages within this range. There will be a paraprofessional and two Master Level Therapists assigned to the class to allow for small group instruction and individualized programming. Students' IEP goals will be addressed and the IEP will be implemented even with the possible greater age range.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #24	Multiple	Part-time (0.5)	04/26/2022 12:09 PM

Building Name			
Deer Lakes SD			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			5
Identify Classroom	Classroom Location		Age Range
Intermediate Unit	Multiple		5 to 18
Age Range Justification			FTE %
Students are seen in their building with students within their age range or individually			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #23	Elementary	Full-time (1.0)	04/26/2022 12:03 PM

Building Name			
East Union Intrmd Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location		Age Range
School District	Elementary		11 to 14
Age Range Justification			FTE %
			0.17

Building Name			
East Union Intrmd Sch			
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
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.38

Building Name		
East Union Intrmd 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	11 to 14
Age Range Justification		FTE %
		0.35

Building Name		
East Union Intrmd Sch		
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	Elementary	11 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #22	Secondary	Full-time (1.0)	04/26/2022 11:58 AM

Building Name		
Deer Lakes MS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.54

Building Name		
Deer Lakes 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	14 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #21	Elementary	Full-time (1.0)	04/26/2022 11:57 AM

Building Name		
East Union Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #20	Elementary	Full-time (1.0)	04/26/2022 11:57 AM

Building Name			
Curtisville Pri Ctr			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			65
Identify Classroom		Classroom Location	
School District		Elementary	
Age Range Justification			FTE %
			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #17	Secondary	Full-time (1.0)	04/26/2022 11:55 AM

Building Name			
Deer Lakes HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			3
Identify Classroom		Classroom Location	
School District		Secondary	
Age Range Justification			FTE %
			0.25

Building Name			
Deer Lakes 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 Justification			FTE %

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Deer Lakes HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #19	Secondary	Full-time (1.0)	04/26/2022 11:52 AM

Building Name		
Deer Lakes 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	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Deer Lakes HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Deer Lakes HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Deer Lakes 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	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Deer Lakes HS		
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	14 to 18
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #18	Secondary	Full-time (1.0)	04/26/2022 11:52 AM

Building Name			
Deer Lakes HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			20
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 18
Age Range Justification			FTE %
			0.4

Building Name			
Deer Lakes 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		14 to 18
Age Range Justification			FTE %
			0.35

Building Name			
Deer Lakes HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			3
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 18
Age Range Justification			FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #16	Secondary	Part-time (0.5)	04/26/2022 01:45 PM

Building Name			
Deer Lakes 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		14 to 18
Age Range Justification			FTE %
			0.32

Building Name			
Deer Lakes HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 18
Age Range Justification			FTE %
			0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #15	Secondary	Full-time (1.0)	04/26/2022 01:53 PM

Building Name			
Deer Lakes 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
If students remain on the caseload, at age 18 and older, they are attending transition related programs and activities that meet their individual transitions goals. All students continue to receive their services per the IEPs.		0.3

Building Name		
Deer Lakes HS		
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
School District	Secondary	14 to 19
Age Range Justification		FTE %
If students remain on the caseload, at age 18 and older, they are attending transition related programs and activities that meet their individual transitions goals. All students continue to receive their services per the IEPs.		0.12

Building Name		
Deer Lakes 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	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Deer Lakes HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

Building Name		
Deer Lakes HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
f students remain on the caseload, at age 18 and older, they are attending transition related programs and activities that meet their individual transitions goals. All students continue to receive their services per the IEPs.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #14	Secondary	Full-time (1.0)	04/26/2022 11:37 AM

Building Name		
Deer Lakes HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

Building Name		
Deer Lakes 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	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Deer Lakes HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #13	Secondary	Full-time (1.0)	04/26/2022 11:31 AM

Building Name		
Deer Lakes MS		
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	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Deer Lakes 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	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #12	Secondary	Full-time (1.0)	04/26/2022 01:54 PM

Building Name		
Deer Lakes MS		
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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Deer Lakes MS		
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
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Deer Lakes MS		
Support Type		

Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #11	Secondary	Full-time (1.0)	04/26/2022 11:26 AM

Building Name		
Deer Lakes 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	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Deer Lakes MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

Building Name		
Deer Lakes MS		

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
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Deer Lakes 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	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #10	Secondary	Full-time (1.0)	04/26/2022 11:24 AM

Building Name		
Deer Lakes MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.54

Building Name

Deer Lakes MS		
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	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #9	Secondary	Full-time (1.0)	04/26/2022 11:48 AM

Building Name		
Deer Lakes MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Deer Lakes MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.62

Building Name		
Deer Lakes MS		
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	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #8	Secondary	Full-time (1.0)	04/26/2022 11:18 AM

Building Name		
Deer Lakes MS		
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	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Deer Lakes 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	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #7	Elementary	Full-time (1.0)	04/26/2022 11:16 AM

Building Name			
East Union Intrmd Sch			
Support Type			
Multiple Disabilities Support			
Support Sub-Type			
Multiple Disabilities 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 11
Age Range Justification			FTE %
			0.25

Building Name			
East Union Intrmd Sch			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades K-6)			
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 11
Age Range Justification			FTE %
			0.35

Building Name			
East Union Intrmd Sch			
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
School District	Elementary		8 to 11
Age Range Justification			FTE %

	0.38
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Building Name		
East Union Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #6	Elementary	Full-time (1.0)	04/26/2022 11:11 AM

Building Name		
East Union Intrmd Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.95

Building Name		
East Union Intrmd 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	8 to 11

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #5	Elementary	Full-time (1.0)	04/26/2022 11:10 AM

Building Name			
East Union Intrmd 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		8 to 11
Age Range Justification			FTE %
			0.04

Building Name			
East Union Intrmd Sch			
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	Elementary		8 to 11
Age Range Justification			FTE %
			0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #4	Elementary	Full-time (1.0)	04/26/2022 11:06 AM

Building Name			
East Union Intrmd Sch			
Support Type			

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.18

Building Name		
East Union Intrmd Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

Building Name		
East Union Intrmd 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
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
East Union Intrmd Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
East Union Intrmd 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	8 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #3	Elementary	Full-time (1.0)	04/26/2022 01:59 PM

Building Name		
Curtisville Pri Ctr		
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	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Curtisville Pri Ctr		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Curtisville Pri Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.33

Building Name		
Curtisville Pri Ctr		
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 8
Age Range Justification		FTE %
		0.25

Building Name		
Curtisville Pri Ctr		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #2	Elementary	Full-time (1.0)	04/26/2022 10:17 AM

Building Name			
Curtisville Pri Ctr			
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		5 to 8
Age Range Justification			FTE %
			0.04

Building Name			
Curtisville Pri Ctr			
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	Elementary		5 to 8
Age Range Justification			FTE %
			0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #1	Elementary	Full-time (1.0)	04/26/2022 10:14 AM

Building Name			
Curtisville Pri Ctr			
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
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Curtisville Pri Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
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 8
Age Range Justification		FTE %
		0.25

Building Name		
Curtisville Pri Ctr		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities 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 8
Age Range Justification		FTE %
		0.25

Special Education Facilities

Building Name		Room #
Curtisville Pri Ctr		002
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, 4 inches x 25 feet, 4 inches	844sqft	30
Implementation Date		
2022-05-20		
Uploaded Files		
Curt 2.pdf		

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 #
Curtisville Pri Ctr		322
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 4 inches x 30 feet, 4 inches	1162sqft	41
Implementation Date		
2022-05-20		
Uploaded Files		
Curt 3.pdf		

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 #
Curtisville Pri Ctr		100
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 2 inches x 33 feet, 10 inches	817sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		
Curt 1.pdf		

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 #
Curtisville Pri Ctr		107A
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 5 inches	439sqft	15
Implementation Date		
2022-05-20		
Uploaded Files		
Curt 1.pdf		

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 #
Deer Lakes HS		234
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 4 inches x 20 feet, 10 inches	590sqft	21
Implementation Date		
2022-05-20		
Uploaded Files		
HS 2nd Floor.pdf		

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 #
Deer Lakes HS		112
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
65 feet, 10 inches x 23 feet, 10 inches	1569sqft	56
Implementation Date		
2022-05-20		
Uploaded Files		
HS 1st Floor.pdf		

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 #
Deer Lakes HS		211
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 9 inches x 33 feet, 2 inches	721sqft	25
Implementation Date		
2022-05-20		

Uploaded Files
HS 2nd Floor.pdf

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 #
Deer Lakes HS	107
School Building	Building Description
JR/SR High	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
28 feet, 5 inches x 28 feet, 11 inches	821sqft
	Max # of students in classroom
	29
Implementation Date	
2022-05-20	
Uploaded Files	
HS 1st Floor.pdf	

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 #
Deer Lakes HS		219
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 3 inches x 23 feet, 8 inches	834sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		
HS 2nd Floor.pdf		

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 #
Deer Lakes HS		225
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 8 inches x 19 feet, 8 inches	642sqft	22
Implementation Date		
2022-05-20		
Uploaded Files		
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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 #
Deer Lakes MS		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 4 inches x 30 feet, 3 inches	645sqft	23
Implementation Date		
2022-05-20		
Uploaded Files		
Middle School 1st Floor.pdf		

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 #
Deer Lakes MS		213
School Building		Building Description

Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 5 inches x 21 feet, 8 inches	485sqft	17
Implementation Date		
2022-05-20		
Uploaded Files		
Middle School 2nd Floor.pdf		

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 #
Deer Lakes MS		214
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 20 feet, 4 inches	603sqft	21
Implementation Date		
2022-05-20		
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Middle School 2nd Floor.pdf		

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 #
Deer Lakes MS		217
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 11 inches x 14 feet, 8 inches	321sqft	11
Implementation Date		
2022-05-20		
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Middle School 2nd Floor.pdf		

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 #
Deer Lakes MS		206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 8 inches x 22 feet, 1 inches	279sqft	9
Implementation Date		
2022-05-20		

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Middle School 2nd Floor.pdf

Assurance Check

Assurance Check	Yes	
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 #
Deer Lakes MS	202
School Building	Building Description
Middle	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
21 feet, 6 inches x 8 feet, 10 inches	189sqft
Implementation Date	Max # of students in classroom
2022-05-20	6
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Middle School 2nd Floor.pdf	

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 #
Deer Lakes MS		106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 7 inches x 22 feet, 1 inches	277sqft	9
Implementation Date		
2022-05-20		
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Middle School 1st Floor.pdf		

[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 #
East Union Intrmd Sch		400B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 2 inches x 18 feet, 8 inches	525sqft	18
Implementation Date		
2022-05-20		
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East Union_cbea6edc.pdf		

[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 #
East Union Intrmd Sch		400A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 11 inches x 18 feet, 9 inches	542sqft	19
Implementation Date		
2022-05-20		
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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 #
East Union Intrmd Sch		501
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 7 inches x 22 feet, 10 inches	835sqft	29
Implementation Date		
2022-05-20		
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East Union 826fd4fb.pdf		

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 #
East Union Intrmd Sch		502
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 8 inches x 23 feet, 1 inches	892sqft	31
Implementation Date		
2022-05-20		
Uploaded Files		
East Union.pdf		

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 #
East Union Intrmd Sch		503
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 4 inches x 25 feet, 11 inches	941sqft	33
Implementation Date		
2022-05-20		
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East Union.pdf		

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 #
East Union Intrmd Sch		402
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 11 inches x 14 feet, 5 inches	200sqft	7
Implementation Date		
2022-05-20		

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East Union.pdf

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 #
Deer Lakes HS	204
School Building	Building Description
JR/SR High	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
0 feet, 0 inches x 0 feet, 0 inches	0sqft
Max # of students in classroom	0
Implementation Date	
2022-05-20	
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Assurance Check

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

Building Name		Room #
Deer Lakes HS		201
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 10 inches x 20 feet, 6 inches	488sqft	17
Implementation Date		
2022-05-20		
Uploaded Files		
HS 2nd Floor.pdf		

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	

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	32	District Wide	District
Social Worker	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	5	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Sensory Strategies			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Special Education Teachers

Description of Training			
Hidden Curriculum: Teaching and Increasing Social Skills for Students with Autism			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit PaTTAN	Paraprofessionals

Positive Behavior Support

Description of Training			
Crisis Prevention and Intervention			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Paraprofessionals Special Education Teachers

Description of Training			
Crisis Prevention and Intervention			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Paraprofessionals Special Education Teachers

Description of Training			
Crisis Prevention and Intervention			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

Description of Training			
Supporting Students with Behavioral Needs			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Description of Training			
FBA to PBSP: Assessing Behavior and Designing Effective Interventions			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	Intermediate Unit	Special Education Teachers

Description of Training			
Understanding Components of Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals

Paraprofessional

Description of Training	
Overview of Paraprofessional Responsibilities, District Processes and Procedures	
Lead Person/Position	Year of Training

Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Understanding Common Characteristics of Students with Disabilities			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Transition

Description of Training			
Transition Planning 101			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals

Description of Training			
Transition Assessments and Transition Grid Assignments			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Special Education Teachers

Description of Training			
Indicator 13: Overview and Modules			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Reading Concentration Series			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	5	PaTTAN	Paraprofessionals

Description of Training			
Instructing & Supporting Students with Reading Disabilities			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Special Education Teachers

Description of Training		Year of Training	
Supporting Literacy Development			
Lead Person/Position		Year of Training	

Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Other

Description of Training			
Supporting Students who have Complex Needs in Writing			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Secondary Course Fair: Transition Information for Parents			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
Parent Engagement Day			
Lead Person/Position		Year of Training	
Assistant Superintendent		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Parents

Description of Training			
Secondary Course Fair: Transition Information for Parents			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
Mental Health Supports and Services			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Parents

IEP Development

Description of Training			
Writing Compliant Individualized Education Plans			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- X 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.
- X 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.
- X 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.
- X The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- X 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.
- X 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