

Iroquois SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

800 Tyndall Avenue  
 Erie, PA 16511  
 (814)899-7643  
 Superintendent: Shane Murray  
 Director of Special Education: Maria Modzelewski

## Planning Committee

Name	Role
Jen Foutz	Administrator : Special Education
Shane Murray	Administrator : Professional Education Special Education Schoolwide Plan
Rita Nicolussi	Board Member : Professional Education Special Education Schoolwide Plan
Kyrie Laubenthal	Business Representative : Professional Education Special Education
Nicholas Price	Ed Specialist - School Psychologist : Special Education
Jacob Trojak	High School Teacher - Regular Education : Professional Education Special Education
Jessica Kidd	High School Teacher - Special Education : Special Education
Michael Greider	Parent : Special Education
Maria Modzelewski	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 255

### *Identification Method*

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

The Iroquois School District utilizes the Discrepancy Model to identify a student with a specific learning disability. This model defines a student with a specific learning disability as one that "does not achieve adequately for the child's age or [does not] meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving." (300.309, Determining the existence of a specific learning disability)

Academic achievement is measured through the use of appropriate assessments and procedures as outlined in 300.304, Evaluation procedures, and 300.305, Additional requirements for evaluations and re-evaluations, of the Federal Regulations.

### *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>

There are no significant disproportionalities.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently there are no 1306 facilities in the Iroquois School District.

If a 1306 facility were to be established within the District within this plan cycle, the District would meet its responsibility per Child Find and FAPE through collaborative, regular and direct communication with personnel within the 1306 facility. Students who transfer to the 1306 facility from other districts, would have access to the same educational programs and services provided to other District students. Students who transfer from other districts, and who have an IEP, would be enrolled promptly, and within state guidelines. The IEP team would convene to determine whether or not the existing IEP can be supported in our school(s) or if a revision is necessary to best meet the student's needs. Appropriate placement options and revisions would be discussed with the parent as part of the IEP team.

The District would educate the students residing within the 1306 facility in our schools unless through the IEP process the IEP team, including the parent/guardian, determine that an alternative educational setting will more appropriately address the student's educational needs. The District would provide the student with FAPE and needed special education or educational services necessary in accordance with 22 PA Code Chapter 14 and IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act.

Barriers which may exist would likely include the lack of information provided to the District, including difficulty in attaining educational records. This barrier would be addressed through efforts to directly communicate with the personnel of any potential 1306 facility and District personnel. Additional limitations could likely arise as the District strives to involve parents/guardians in the IEP process. To address this limitation, the District would accommodate parents to assist their participation in the IEP team process.

### *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).

Currently there are no 1306.2 facilities in the Iroquois School District.

If an Iroquois student who was identified as being in need of special education services, was placed in a 1306.2 facility, the Special Education Supervisor of the Iroquois School District would collaborate with the host district, as well as the family and other service providers, to ensure the student's special education needs were being met and the student was being provided a free appropriate public education. The collaboration would include the provision of special education documentation as well as the participation in meetings as deemed appropriate by both the host and home district.

### *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.

The district ensures that students are included in the least restrictive environment to the maximum extent appropriate with the use of supplementary aides and services. The procedure for this determination begins with the IEP meeting. Strengths and needs are pulled from the Evaluation/Reevaluation Report and used to determine the area/s of focus when building a student's individualized education plan. A program is then developed that works to support a student's areas of need within the general education classroom. Regular and special education teachers work together in a collaborative manner to assist students. Furthermore, if a student has met specific goals set forth in his/her individualized education plan, the team then reconvenes to determine whether the student has made enough progress to successfully return to the regular education classroom. Regular education teachers also work with special education teachers to develop differentiated learning activities that assist in strengthening core areas of weakness that are identified and monitored through benchmark and curriculum assessments. This allows time spent with the special education teacher to be short and exceptionally meaningful.

The district looks at a range of supplementary aids and services. The following is a brief list of examples: instructional adaptations such as repeating directions and the pre-teaching and re-teaching of skills; the use of assistive technology for reading, writing, and communication assistance; preferential seating arrangements and the consideration of environmental factors that aid in keeping students attention in the regular education classroom; social skills instruction; individualized positive behavior support plans developed from functional behavior assessments; multiple modes of presenting curricular information (auditorily, visually, and kinesthetically); modifying curricular goals; modifying how students demonstrate their learning through adapting tests and/or providing performance based assessments; the use of common planning time for professional collaboration.

The district has a clinical support team for both the life skills support classroom as well as the emotional support classrooms. Each team meets once a month to assist the respective teachers with various concerns that arise regarding students on their caseload. These teams have been very helpful in coming up with problem solving strategies for behavioral issues that in turn, have enabled students to remain in the least restrictive environment, as well as assisted families with establishing supports through outside agencies.

The district contracts with a local agency to provide a behavior specialist to observe students who

are experiencing behavioral issues and assist district personnel with implementing a behavior plan within the general education classroom. Each emotional support classroom also has a classroom aide to assist with push in support, allowing students to participate in the general education classroom for longer periods of time.

When supplementary aids and services have been exhausted within a particular educational environment, and it is apparent that the student is unable to make adequate progress within the general education setting, then steps are taken through the IEP process to determine when and for how long a student will be placed in a more restrictive setting, as well as what the goals are for that setting.

The special education supervisor participates in all meetings for students attending placements outside of the district to ensure the students are in the least restrictive environment. The placements send progress reports to the district as well. The information shared between outside placements and the special education staff help ensure that a student returns to the district at the earliest and most appropriate time.

The district receives training and technical assistance from the Northwest TriCounty Intermediate Unit (IU5), PaTTAN, and local agencies for trainings involving academic instruction and best practice, classroom management techniques, deescalation, and differentiation.

The percentage of students in regular education setting for 80% or more of the school day has been somewhat lower than the state and SPP target for indicator 5. For the 2017/2018 school year, the percentage for this category of LRE was 57.0% (State 62%, SPP 64%). For the 2016/17 school year, the percentage for this category was 57.3% (State 62.4%, SPP 63.3%).

The percentage of students in regular education setting for 40% or less of the school day is somewhat above the state and SPP target for Indicator 5. For the 2017/2018 school year, the percentage for this category of LRE was 11.2% (State 9.3%, SSP 8.1%). For the 2016/2017 school year, the percentage for this category of LRE was 11.5% (State 9%, SPP 8.3%).

The percentage of students in other settings for special education was not reported for the 2017/2018 or the 2016/2017 school year due to small group size.

### *Behavior Support Services*

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

The district as a whole supports positive behavior support for all students. Behavior support programs are based on positive, rather than negative behavioral techniques to ensure that students shall be free from demeaning treatment and use of aversive techniques and use of restraints. This is the third year the district has employed the use of School Wide Positive Behavior Support programming for grades PK-6 (training provided by IU5). The district implements positive behavior support plans and programs for students with disabilities who require specific interventions to

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

Special education teachers are trained in the use of positive behavior supports through our monthly special education meetings. This is done to assist students with maintaining positive behaviors while in the general education setting on a case-by-case basis. Special education teachers then share their knowledge with general education teachers during the implementation of the individualized positive behavior support plans. Further, the district receives technical assistance and training from IU5, in addition to contracted services for a Behavioral Specialist Consultant who provides consultative and behavioral support services for our teachers and students with disabilities. Student with disabilities are to be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities develops a Positive Behavior Support Plan if the student requires specific intervention to address behavior that interferes with learning. The Board directs the district's behavior support programs to be based on positive rather than negative behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and is used only after less restrictive measures, including de-escalation techniques, have been applied. Behavior support programs and plans are based on functional assessments of behaviors and include a variety of research-based techniques to develop and maintain skills that enhance students' opportunity for learning and self-fulfillment.

The district provides professional development and training using two crisis prevention programs, including Crisis Prevention Intervention (CPI) and Ukeru. Support staff as well as special education teachers and building administration are trained in de-escalation and restraint techniques.

The district partners with the Achievement Center to provide a Student Assistance Program at the High School and Elementary School, as well as outpatient and BSC services at both the Elementary and Jr./Sr. High School. This allows District students to participate in outpatient therapy without having to miss hours of school for their appointments. Rather, appointments are scheduled during times when students are not in core academic classes, and only miss the time required for the session, transportation time to the Center itself is no longer needed. Furthermore, the district contracts with Sarah Reed Childrens Center to provide Emotional and Behavioral Support to the secondary Emotional Support program. The district also acts as a satellite site for the Achievement Center's outpatient counseling services (School Based Mental Health). In addition to School Based Mental Health services, the district has contracted with the Achievement Center for the purpose of providing mental health supportive services to the students in the Emotional Support programs for grades K-12. The District utilizes the professional consultation of the IU5 TaC for behavior as needed.

### *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.

For students that are difficult to place, IEP team members review the use of supplementary aides and services as well as needs outlined in the student Evaluation/Reevaluation Report, and determine whether a placement outside of the regular school building would be beneficial. If the IEP team determines that a placement outside the typical building would be beneficial in providing FAPE to a student, additional meetings are held with IEP team members, as well as the supervisor and/or teacher of the placement being considered. Parents are permitted and encouraged to observe the placement being considered. The supervisor of the program being considered is also permitted and encouraged to observe the student in their current placement and review the student's special education information. A final recommendation for placement is then made via the NOREP.

When the IEP team is considering an Alternative Education Program for Disruptive Youth, a manifestation determination is completed before a recommendation for placement is made. The IEP Team then reviews the student's most recent Evaluation/Reevaluation Report, FBA, IEP and PBSP and determines if a Reevaluation Report or new FBA needs to be completed.

The District utilizes partial hospitalization programs such as Sarah A. Reed Children's Center and Community Country Day School, alternative education programs such as Careers AEP and Persues AEP, Approved Private Schools such as the Gertrude Barber School and Community Country Day School, Intermediate Unit sponsored classrooms for varying age ranges with Life Skills, Autistic, and Deaf and Hard of Hearing Support. Further, when students with disabilities are placed in either acute or inpatient hospitalization due to mental health needs, the district coordinates with the program point of contact to support coordination of educational services. Further, a district liaison (either Director of Special Education or school psychologist) participates in the intake and discharge planning meeting to support coordination of services and positive outcomes to the greatest extent possible.

The District has observed an increase in the behavioral, emotional and mental health needs of students over the past 5 years. There has been an increasing number of students who have been referred to either inpatient hospitalization or acute partial hospitalization. While the district supports the initial referral to these programs on occasion, referrals often stem from outside sources. When students are placed in these programs, there is concern for the disruption of special education and general education programming. The district recognizes these barriers, which is why there is steadfast interagency involvement with treating providers. The District will continue to support collaborative and interagency planning to ensure the delivery of FAPE to the greatest extent possible through these partnerships.





# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Harbor Creek Junior/Senior High School	Neighboring School Districts	Autistic Support	1
Barber National Institute	Approved Private Schools	Life Skills Support, Autistic Support, Partial Hospitalization	5
Sarah A. Reed Children's Center (Partial Hospitalization Program)	Other	Emotional Support	4
Rolling Ridge Elementary School, Harborcreek School District	Neighboring School Districts	Autistic Support	1
Sarah A. Reed Children's Center (Career Alternative Education Program)	Other	Learning Support and Emotional Support	1
Bethesda Lutheran Services (Alternative Education)	Other	Emotional/Learning Support	3

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	13	0.4
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.6
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.5
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.5
Locations:				
Iroquois Elementary School	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:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	16	0.5
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.5
Locations:				
Iroquois Elementary School	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:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	15	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	3	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	9	0.4
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.6
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.4
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.6
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	13	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	7	0.5
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* December 8, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 20	10	0.2
Justification: The Emotional Support teacher services grades 7 through 12 in the Jr./Sr. High School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than four years.				
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 20	11	0.7
Justification: The Emotional Support teacher services grades 7 through 12 in the Jr./Sr. High School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than four years.				
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 20	1	0.1
Justification: The Emotional Support teacher services grades 7 through 12 in the Jr./Sr. High School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than four years.				
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #10 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	16	0.5
Justification: The Emotional Support teacher services grades K through 6 in the Elementary School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than three years.				
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	8	0.5
Justification: The Emotional Support teacher services grades K through 6 in the Elementary School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than three years.				
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #11 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* December 8, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	9	0.8
Justification: This is a low incidence disabilities classroom. Age range waivers are signed by parents.				
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 13	1	0.2
Justification: This is a low incidence disabilities classroom. Age range waivers are signed by parents and agreed to by the IEP team.				
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	59	0.9
Justification: The Speech and Language Support teacher services grades K through 6 in the Elementary School. Students do not participate in groups with in the classroom, where the age range of the group would be greater than three years.				
Locations:				
Iroquois School District	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	13 to 21	6	0.1
Justification: The speech and language support teacher services grades 7 - 12 in the junior-senior high school. Student participation in groups in which their age range exceeds the 4 year span have been determined appropriate by the IEP team and documented within the IEP.				
Locations:				
Iroquois Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* December 8, 2016**PROGRAM SEGMENTS**



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	16	0.8
Justification: This is a low incidence disabilities classroom, age range waivers are signed by parents.				
Locations:				
Iroquois Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 21	3	0.2
Justification: This is a low incidence disabilities classroom. Student participation in the program beyond the allowable 4 year age span has been agreed upon by the IEP team and age range waivers have been signed.				
Locations:				
Iroquois Junior-Senior High School	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:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Iroquois Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	8	1
Justification: This is a low incidence disabilities classroom. Age range waivers are signed by parents and agreed to by the IEP team.				
Locations:				
Iroquois Elementary School	An Elementary	A building in which General		

	School Building	Education programs are operated		
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### Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Iroquois Elementary School	8.5
Personal Care Assistant	IU AS classroom - Wattsburg School District	1
School Psychologist	Iroquois School District	1
Director of Special Education	Iroquois School District	1
Paraprofessionals	Iroquois Jr/Sr High School	4
Speech and Language Pathologist	Iroquois School District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Specialist Consultant	Intermediate Unit	5 Hours
Transition Center	Multiple LEA (School Districts or Charter Schools)	75 Hours
Emotional Support Classroom Behavioral Support	Outside Contractor	65 Hours
Interpreter (ASL)	Intermediate Unit	35 Hours
Assistive Technology	Intermediate Unit	3.5 Hours
Mental Health Liaison	Outside Contractor	3 Hours
Speech and Language Pathologist	Intermediate Unit	2 Hours
Occupational Therapist	Intermediate Unit	8 Hours
Physical Therapist	Intermediate Unit	5 Hours
Vision Itinerant - Vision Impairment including Blindness	Intermediate Unit	0.25 Hours
Hearing Itinerant - Deaf and Hard of Hearing (HI)	Intermediate Unit	1 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	School staff will familiarize themselves with strategies and techniques that aid students with Autism in accessing the general education curriculum. (i.e. schedules, social stories, reinforcement schedules, functional behavior assessment, positive behavior support plans, increasing independence.). Professional Development and training/consultation will be available for staff through contracted services from IU5 (BSC, TaC) and AC (MH Liaison).
<b>Person Responsible</b>	Director of Pupil Services and School Psychologist
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	55
<b>Provider</b>	Iroquois School District
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers will gain a deeper understanding of strategies that have proven to work with students on the spectrum. This knowledge can then be shared with members of each student's IEP team through the use of accommodations and specially designed instruction with a goal of meeting the students social and emotional needs in the least restrictive environment and increasing independence.
<b>Research &amp; Best Practices Base</b>	Positive behavior supports, built from a functional behavior assessment, as well as visual schedules, social stories, and reinforcement schedules, have all been proven as effective strategies for students with Autism.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Level of implementation via a student's individualized education plan.</li> </ul>

## Behavior Support

<b>Description</b>	Emotional support and life skills support room staff, personal care attendants, instructional aides and members of the administrative staff will be trained in de-escalation strategies and techniques. These staff members will receive copies of their certification cards as well as provide a copy to the Director of Pupil Services. Current programs in which staff are trained and will receive
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	recertification include Crisis Prevention Intervention and Ukeru.
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	9.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	Iroquois School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants learn deescalation techniques as well as how to use physical interventions when a student is at risk of hurting themselves or others.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	School Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

### Paraprofessional

<b>Description</b>	Paraprofessionals will obtain 20 hours of professional development each year in order to remain highly qualified. Certificates of attendance and transcripts to document these hours will be kept on file by the Director of Pupil Services.
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	13
<b>Provider</b>	Pennsylvania Department of Education
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Through the PaTTAN website, paraprofessionals have the opportunity to participate in various trainings that pertain to their individual positions.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Podcast
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Portfolio

## Reading

<b>Description</b>	<p>Special education teachers will become familiar with the various reading programs available through the district as well as which assessment data to use in order to determine which reading program is most appropriate for a particular students.</p> <ul style="list-style-type: none"> <li>• AimsWeb (progress monitoring)</li> <li>• Phonological Awareness Screening</li> <li>• System 44</li> <li>• Foundations</li> <li>• Wilson</li> </ul>
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	<ul style="list-style-type: none"> <li>• READ 180</li> <li>• Fountas &amp; Pinnell Leveled Literacy Intervention</li> <li>• CDT (diagnostic assessment)</li> </ul>
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	12
<b>Provider</b>	Iroquois School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The District utilizes several types of reading programs. Special education teachers will be able to understand what assessment data can be used to determine which reading program is most appropriate for a particular student.
<b>Research &amp; Best Practices Base</b>	The reading programs available through the District have varying degrees of focus depending on the need of the student. HMH's <b>System 44</b> is a proven-effective foundational reading solution that provides intensive intervention for older struggling readers in grades 3-12. As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Reading Milestones are for students who are unable to learn through a phonics method, as it utilizes a sight word reading approach. The intervention reader provides opportunities for students who have mastered some level of reading but aren't quite at their grade level, to work on reading comprehension skills and vocabulary development. Aims Web, CDTs, DRA, and the phonological assessment data can be used to help the teacher determine which reading program may be the most beneficial for a particular student. Wilson and System 44 each target the student who is working on phonemic awareness and reading fluency.



<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

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## Transition

<b>Description</b>	<p>Special education staff will familiarize themselves with the transition data provided through various interest inventories and job surveys offered through the High School's guidance department, and use this data to assist students and their families in career exploration tasks as the student moves through their High School career.</p> <p>Further, Special Education staff are invited and encouraged to participate in online professional development offerings through PaTTAN and IU5, and consult with the transition coordinator at the IU5. The transition coordinator attends transition council meetings offered through IU5 and shares relevant/pertinent information with other special education staff.</p> <p>Each fall the Iroquois School District will partner with North East and Harbor Creek school districts to sponsor a transition/college fair for High School students. As part of this transition fair, the Special Education Director and Transition Coordinator in conjunction with the High School Guidance Counselors meet with parents to offer training and guidance with regards to resources available to students with special needs who are graduating High School. This training will occur as part of the IEP team meeting, with additional resources available through the guidance office as well as during the transition fair.</p>
<b>Person Responsible</b>	Director of Pupil Services and Transition Coordinator
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	6
<b>Provider</b>	Iroquois School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Special education teachers at the secondary level will become more effective at explaining the results of these interest inventories to students and their families in an effort to better prepare them for entry into post-secondary education and/or employment.</p> <p>With regards to the transition fair, parents and students will have the</p>

	opportunity to explore the various agencies and programs offering support to students with special needs, post high school graduation.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Other educational specialists Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Documentation in IEP.
<b>Evaluation Methods</b>	Review of IEP by administration.

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*