

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 269

School District Total Student Enrollment 1102

Percent of Students Receiving Special Education 24.4

## Steering Committee

Name	Position/Role	Building	Email
Mr. Shane S Murray	Superintendent	Iroquois SD	smurray@iroquois.iu5.org
Ms. Maria L Modzelewski	Director of Special Education	Iroquois SD	mmodzelewski@iroquois.iu5.org
Dr. Thad Urban	Director of Curriculum	Iroquois SD	turban@iroquois.iu5.org
Mrs. Jennifer Foutz	Building Principal	Iroquois El Sch	jfoutz@iroquis.iu5.org
Mr. Doug Wilson	Building Principal	Iroquois JSHS	dwilson@iroquois.iu5.org
Ms. Tessa Mackey	Other	Iroquois SD	tmackey@iroquois.iu5.org
Mrs. Rita Nicolussi	Board Member	Iroquois SD	rnicolussi@iroquois.iu5org
Mrs. Sarah Learn	Special Education Teacher	Iroquois El Sch	slearn@iroquois.iu5.org
Mrs. Jessica Kidd	General Education Teacher	Iroquois JSHS	jkidd@iroquois.iu5.org
Mrs. Ashley Smith	Parent	Iroquois El Sch	ashsmith@iroquois.iu5.org
Mr. Jeremy Coblentz	Board Member	Iroquois SD	jcoblentz@iroquois.iu5.org

School District Areas of Improvement and Planning- Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
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Professional Development and Technical Assistance: Director of Special Education and Transition Coordinator/Special Education Department Chair will routinely participate in the Transition Council meetings facilitated by IU5. Information obtained in these meetings will be disseminated to pertinent Special Ed staff.

Professional Development: Special Ed Director, Transition Coordinator/Special Education Department Chair, and other pertinent Special Education staff will participate in professional development offerings via PaTTAN and IU5. Information will be disseminated to pertinent Special Education staff.

Special Education Director will attend most IEP meetings to ensure compliance with Transition regulations specific to Transition Goals and services. Special Education director will provide supervision and guidance to teachers and teams regarding transition requirements.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

#### Improvement and Planning Activity

3A - Participation rate for children with IEPs: LEA has increased rate of participation compared to State Rate. LEA will continue to follow stringent procedures as enforced by PDE regarding state assessment participation processes. Parent Opt Out will require formal response including individual meetings with parents to encourage participation.

3B - Proficiency rate for children with IEPs against grad level academic achievement standards: LEA met target for ELA 8. LEA did not meet target for ELA 4 and Math 4 & 8. LEA continues to support implement best practices for academic interventions for ELA and Math according to student's

IEP. Such research-based academic interventions include but are not limited to: Foundations, System 44, Read 180, Fountas and Pinnell and Do the Math. Students also participate in independent practice for foundational skills via platforms such as iXL. Further, students' participation in the Least Restrictive Environment with participation across the regular education curriculum is monitored closely and discussed at each annual IEP meeting.

3C - Proficiency rate for children with IEPs against alternative achievement standards - Not Applicable

3D - Gaps in proficiency rates for children with IEPs and all students against grade level academic achievement levels: LEA met target for Math 4. LEA did not meet target for ELA 4 & 8 and Math 8. As noted above, LEA continues to support and implement best practices for academic interventions for ELA and Math according to student's IEP. Such research-based academic interventions include but are not limited to: Foundations, System 44, Read 180, Fountas and Pinnell and Do the Math. Students also participate in independent practice for foundational skills via platforms such as iXL. Further, students' participation in the Least Restrictive Environment with participation across the regular education curriculum is monitored closely and discussed at each annual IEP meeting.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning- Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The LEA has maintained the number of students in out of district placements, without any notable trends observed. Students who are reported for out of district placements have been placed via court appointed processes.	The District will continue to support the delivery of Special Education services in the Least Restrictive Environment. When a student is place out of district, the Iroquois School District will support communication and collaboration to ensure the student receives LRE in the receiving educational entity/organization.

Significant Disproportionality- Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The district has maintained discipline for special education students over the years, without notable increases in data.	The district will continue to implement positive behavioral support strategies and SDIs, which may include FBA/PBSP to support students with disabilities when applicable to ensure student receives a Free and Appropriate Public Education.

Significant Disproportionality- Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
At this time, the district is observing an increasing trend in students who are being identified.	The District will continue to provide Tier I and II interventions to support students across the general education curriculum to support regular education students prior to being evaluated to reduce the risk of false positive evaluation outcomes.

## Non-Resident Students Oversight

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

No

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

The LEA would ensure student's most recent Evaluation/Reevaluation and IEP were within compliance and included accurate data to reflect student's present levels of functioning and related needs. Student's IEP would be implemented within the Least Restrictive Environment per IEP Team decision. Coordinated efforts with local School District would include participation in regular school building to the greatest extent possible.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
The District's Special Education Director supports coordinated communication and collaboration with 1306 facility and identified point of contact and pertinent team members (including parents/guardians) for educational services to review pertinent data to ensure understanding of student's anticipated needs upon transition.

## 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).

## 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 School Year 2019-2020, Iroquois has 56.8% of Special Education students receiving instruction within the Regular Education classroom for 80% or more of the day, compared to 61.5% of the State. These figures are comparable. The percentage of students who participate in the Regular Education classroom less than 40% of the day is 9.5% for Iroquois SD, compared to 9.6% at the state. Again these figures are comparable. Regarding Special Education students who are enrolled in Other Settings, Iroquois (4.5%) is comparable to the state (4.8%). Iroquois School District is committed to providing appropriate educational services to students with disabilities within the Least Restrictive Environment. IEP Teams review supplementary aids and services as well as Specially Designed Instruction at each IEP Team meeting to ensure the student has access to needed supports within the regular education setting to the greatest extent possible.

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

The district ensures that students are included in the least restrictive environment to the maximum extent appropriate with the use of supplementary aids 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 Program. A program is then developed that works to support a student's areas of need within the general education classroom to the greatest extent possible. 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.

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

The Iroquois School District supports inclusive practices as evidenced by collaborative instruction between regular education teachers and special education teachers within the regular education setting. Regular education curriculum is delivered within the regular education classroom and instruction is shared amongst regular education and special education teachers. If students require increased instructional support as indicated in his/her IEP, the student receives pre-teaching and re-teaching of concepts as necessary. Research-based academic interventions are via both regular education and special education settings. To the greatest extent possible, interventions are provided with typical peers in the regular education setting. Examples of these programs include Read 180, Do the Math, System 44 and Fountas and Pinnell. Both regular education and special education teachers receive training and technical assistance via IU5 TAC staff. Recently, teachers received TAC support for Math in particular, to support instructional practices within the regular education setting. Opportunities for collaboration and planning are also available during shared planning times, PLC meetings and before/after school. Special Education teachers share students IEPs with regular education teachers at the beginning of the school year, or when students enroll within the District. Updated IEPs and related documents, such as PBSPs, are shared with teachers when revisions/updates are made. Further, teachers can access IEPs and related documents via EdInsight, which is an online student data portal program, supporting ease of information accessibility.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The district offers a range of supplementary aids and services for students. 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 with in 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 Tri-County Intermediate Unit (IU5), PaTTAN, and local agencies for trainings involving academic instruction and best practice, classroom management techniques, de-escalation, and differentiation.

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?

If an Iroquois student who is identified as being in need of special education services, and was placed in a private 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.

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)

At this time, the District is proposing to add an Autistic Support program (7-12) at Iroquois Jr/Sr High School which would support LRE for those student populations. At this time, 3 students are receiving services outside of the regular school building at a neighboring school district

(Harborcreek) due to not having an Autistic Support program. This would also eliminate the need to send anticipating secondary AS enrollments out of district, which would support Least Restrictive Environment efforts.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Northwest Tri-County Intermediate Unit	Other	IU5 Transition Program 18-21	Northwest Tri-County Intermediate Unit	Autistic Support	1
Northwest Tri-County Intermediate Unit	Other	Life Skills Virtual Program	Northwest Tri-County Intermediate Unit	Life Skills Support	1
Wattsburg High School	Other	Public High School	Northwest Tri-County Intermediate Unit	Autistic Support	1
Barber National Institute	Approved Private School (APS)		Barber National Institute	Autistic Support	2
Harborcreek Jr/Sr High School	Other	Public School	Harborcreek School District	Autistic Support	3



## Positive Behavior Support

Date of Approval

2011-02-22

Uploaded Files

Positive Behavior Policy 2\_22\_11.pdf

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

The Iroquois School District supports positive behavior support for all students. Behavior support programs are based on positive, rather than negative/aversive behavioral techniques, strategies and programs to ensure that students shall be free from demeaning treatment and use of aversive techniques and use of restraints. School Wide Positive Behavior Support programming is implemented with fidelity across grades PK-6 (training and technical assistance provided by IU5). The district contracts with IU5 for Behavioral Consultative Specialist (BSC) services; the BSC provides direct and indirect support for students and IEP Teams. Assistance includes collaboration and consultation with IEP Teams, active team member on Clinical Support Teams to promote positive behavior outcomes. 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. Student with disabilities are 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. Further, the district partners with various community agencies and organizations to support student mental and behavioral health needs. The District contracts with IU5 and the Achievement Center to provide a Student Assistance Program at the High School and Elementary School. Further, ISD contracts with the Achievement Center to provide outpatient counseling services at both elementary and secondary buildings. This allows students to participate in outpatient therapy without having to miss hours of school for their appointments or find transportation to said appointments. Typically, appointments are scheduled during times when students are not in core academic classes to reduce instructional absences. Furthermore, the district contracts with Sarah Reed Children's Center to provide Emotional and Behavioral Support to the secondary Emotional Support program. Within the past two year, with additional ESSERS funding, the district has contracted with the Sarah Reed to provide school-based mental health supportive services to

the students for students across grades K-12. This contract allows for the provision of a full time Behavioral Specialist Consultant, School-Based Mental Health Counselor, Caseworker/Family Engagement Specialist and psychiatric clinic. The continuation of these services are provisional to continued funding and fiscal support. These supports and services have been critically important during a time when community/agency supports have been significantly reduced. Finally, 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.

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 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. 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 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. 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.

3. Describe the district positive school wide support programs.

School Wide Policy Behavior Support (SWPBS) is implemented with fidelity at the Iroquois Elementary School across grades Pre-K to 6. The implementation and continued facilitation of this program has been with coordinated efforts with IU5. SWPBS is a Tier I intervention at IES. The SWPBS promotes the 3 B's of Be Kind, Be Responsible, and Be Respectful. Students earn a Bee charm when staff observes them demonstrating these qualities. Those students who earn a Bee charm are then put in a raffle to earn a larger prize at the end of the quarter. In addition to the

SWPBS, IES is a Community School, which partners with United Way to support families and students with various resources. Iroquois Jr/Sr High School is has adopted Positive Youth Development programming, which supports and fosters protective and resiliency factors in youth in effort to reduce problem behaviors.

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

As indicated above, 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 Children's 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 Outpatient Counseling services, the district has contracted with the Sarah Reed to provide school-based mental health supportive services to the students for students across grades K-12. This contract allows for the provision of a full time Behavioral Specialist Consultant, School-Based Mental Health Counselor, Caseworker/Family Engagement Specialist and psychiatric clinic. The continuation of these services are provisional to continued funding and fiscal support. These supports and services are in addition to positive behavior supports embedded within a student's IEP which may include services and supports such as a PBSP, school psychological counseling, etc.

5. Describe the district restraint procedure.

Restraints are used as a very last resort when a student is displaying an imminent physical threat to him/herself and/or others, when all other preventative behavioral strategies have been employed. When used, staff who are trained in Crisis Prevention Intervention will respond to a student, using physical restraint procedures as outlined CPI. Involved staff documents restraint-specific data via a district-generated Restraint Reporting Form and informs the parent/guardian. Parent contact includes offering an IEP Team review meeting to review the incident leading up to, and involving the restraint, as well as a review of the student's IEP/PBSP to determine if any revisions are necessary. Parents are then provided a district-generated Parent/Guardian Restraint Notification Form, indicating they were made aware of the incident. Parents indicate if they would/would not attend an IEP Team Review Meeting. These forms are provided to the Director of Special Education, who then documents the restraint in the RISC system.

### 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, the district does not have any 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. In the event this would occur, ISD would request an Intensive Interagency team meeting. 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.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support	Secondary	Full-time (1.0)	04/28/2023 12:02 AM

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Low incidence disability population. Due to low sample population size and effort to support LRE in home school district, ISD provides specialized instruction to students across grades 7-12 with parental consent per waiver.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 7-12	Secondary	Full-time (1.0)	04/28/2023 12:00 AM

<b>Building Name</b>			
Iroquois JSHS			
<b>Support Type</b>			
Emotional Support			
<b>Support Sub-Type</b>			
Emotional Support			

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Emotional Support program serves student across grades 7-12; however, grades 7-8 are instructed separate from grades 9-12. If students are educated with peers above or below 4 year span, parents consent per waiver.		0.22

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Emotional Support program serves student across grades 7-12; however, grades 7-8 are instructed separate from grades 9-12. If students are educated with peers above or below 4 year span, parents consent per waiver.		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Life Skills 7-12	Secondary	Full-time (1.0)	04/27/2023 11:57 PM

<b>Building Name</b>		
Iroquois JSHS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Life Skills with low incidence disability population; due to low sample size of students per grade level students receive specialized instruction within Life Skills classroom with greater than 4 year age span with parental consent per waiver. This is in effort to provide the LRE for Iroquois students, versus sending them to neighboring districts.		0.85

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 11-12	Secondary	Full-time (1.0)	04/27/2023 11:44 PM

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.26

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 10-11	Secondary	Full-time (1.0)	04/27/2023 11:45 PM

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<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.22

<b>Building Name</b>
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Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9-10	Secondary	Full-time (1.0)	04/27/2023 11:40 PM

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.24

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support_2 7-8	Secondary	Full-time (1.0)	04/27/2023 11:38 PM

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<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.24

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 7-8	Secondary	Full-time (1.0)	04/27/2023 11:36 PM

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.18

<b>Building Name</b>		
Iroquois JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech and Language K-12	Multiple	Full-time (1.0)	04/28/2023 12:03 AM

<b>Building Name</b>		
Iroquois SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		55
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
SLP services students per grade level or within a small group setting that is within allowable age spans (3 for elementary and 4 for secondary)		0.85

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support K-6	Elementary	Full-time (1.0)	04/27/2023 11:21 PM

<b>Building Name</b>
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Iroquois El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Program with low incidence disability populations. Due to low population sample across 3 grade levels, and in effort to maintain LRE within building of residence, students across grades K-6 are serviced in this classroom. Parents sign a waiver.		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Emotional Support K-6	Elementary	Full-time (1.0)	04/27/2023 11:19 PM

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<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

Students receive instruction with grade level peers in the ES room. At times, students with greater than 3 years are in the same classroom at which time parents sign a waiver.	0.32
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<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students receive direct instruction in ES with grade level peers. At times, students are in the ES room with peers greater than 3 grade levels above or below due to individual needs of student per IEP, which is supported by a parent Waiver.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills K-6	Elementary	Full-time (1.0)	04/27/2023 11:16 PM

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are low incidence disabilities. Number of students across grade levels fall within a small sample size to support specialized instruction across grades K-6. Students receive differentiated specialized instruction within the Life Skills program and when with regular ed peers.		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 6	Elementary	Full-time (1.0)	04/27/2023 11:14 PM

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.28

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 5	Elementary	Full-time (1.0)	04/27/2023 11:12 PM

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<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.12

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support 4	Elementary	Full-time (1.0)	04/27/2023 11:10 PM

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
na		0.34

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

NA	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3-4	Elementary	Full-time (1.0)	04/27/2023 11:07 PM

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<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.26

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support K-2	Elementary	Full-time (1.0)	04/27/2023 10:54 PM

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher services students across grades K-2; however, students are not in same classroom; taught at different times.		0.3

<b>Building Name</b>		
Iroquois El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher has students on caseload across grades K-2; however, students are in LS classroom with grade level peers; taught at different times.		0.2



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		B101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		Classroom in Library win
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS 2nd floor .pdf		

### 2Assurance Check

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

Building Name		Room #
Iroquois El Sch		B103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 40 feet, 0 inches	1000sqft	35
Implementation Date		
2023-07-01		
Uploaded Files		
IES 2nd floor.pdf		

### 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		B104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 40 feet, 0 inches	1000sqft	35
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IES first floor.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		A114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		A115
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IES first floor.pdf		

#### 6Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Iroquois El Sch	A214



<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IES 2nd floor.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		B213
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 33 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IES 2nd floor.pdf		

#### 8Assurance Check

Assurance Check	Yes	No
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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	

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		212
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS 2nd floor .pdf		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		107
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS first floor .pdf		

#### 10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		162/164
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 32 feet, 0 inches	512sqft	18
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS 2nd floor .pdf		

#### 11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		217
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS first floor .pdf		

#### 12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		257
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30

<b>Implementation Date</b>
2023-07-01
<b>Uploaded Files</b>
IHS 2nd floor .pdf

#### 13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		265
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 26 feet, 0 inches	390sqft	13
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS 2nd floor .pdf		

#### 14Assurance 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	
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<b>Building Name</b>		<b>Room #</b>
Iroquois JSHS		163
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 26 feet, 0 inches	390sqft	13
<b>Implementation Date</b>		
2023-07-01		
<b>Uploaded Files</b>		
IHS 2nd floor .pdf		

#### 15Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Iroquois El Sch		B214
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 13 feet, 0 inches	208sqft	7
<b>Implementation Date</b>		
2023-07-01		

<b>Uploaded Files</b>

16Assurance Check

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

## Special Education Support Services

### 17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	9	Elementary	District
Paraprofessionals	6	Secondary	District
Paraprofessionals	2	Secondary	Contractor
School Psychologist	2	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District



## Special Education Personnel Development

### Autism

Description of Training			
Autism: Accessing Community Supports			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	2	Other	Parents Special Education Teachers

Description of Training			
Positive Behavior Support Strategies - Clinical Support Team Meetings			
Lead Person/Position		Year of Training	
Lynne Oregia/Behavior Specialist Consultant		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	8	District Intermediate Unit	General Education Teachers Paraprofessionals

Description of Training	
Autism Awareness - Autism Society	
Lead Person/Position	Year of Training
Maria of Special Education/Director of Special Education	2023
	2024
	2025

		2026	
Hours Per Training	Number of Sessions	Provider	Audience
Varies - TBD	Varies - TBD	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

Description of Training			
Crisis Prevention Intervention			
Lead Person/Position		Year of Training	
Charles Ferruggia/Teacher and Trainer		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
Ukeru

Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4.0	1	District	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Creating Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	2	District PaTTAN	Special Education Teachers

Description of Training	
Trauma Informed Education Training	
Lead Person/Position	Year of Training
Sarah Learn/Emotional Support Teacher	2023
	2024
	2025

		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
Ukeru			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training	
Crisis Prevention Intervention	
Lead Person/Position	Year of Training
Charles Ferruggia/Teacher and Trainer	2023
	2024
	2025
	2026

Hours Per Training	Number of Sessions	Provider	Audience
3.0	1	District	Paraprofessionals

Description of Training			
Various Trainings via PATTAN - Online - Paraprofessional Selects			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.5 - 1.0 (Varies)	Varies	PaTTAN	Paraprofessionals

Description of Training			
Mandatory Training re: FERPA and Confidentiality			
Lead Person/Position		Year of Training	
Brenda Tombaugh		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	Once every 5 years	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## Transition

Description of Training			
Transition Council Meetings			
Lead Person/Position		Year of Training	
Amy Shilling or other designated staff/IU5 Transition Coordinator		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0-2.0	Monthly	Intermediate Unit	Central Office Administrators Other

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Amy Shilling or other designated staff/IU5 Transition Coordinator		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
Varies	Varies	Intermediate Unit	Central Office Administrators Special Education Teachers

## Science of Literacy

Description of Training
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Amplify CKLA			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Thad Urban/Assistant to the Superintendent		2023	
		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.0-2.0	1 per year or as needed	Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Orton Gillingham			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Thad Urban/Assistant to the Superintendent		2023	
		2024	
		2025	
		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.0-2.0	Varies on Need	Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Additional trainings to be selected according to the newly implemented Science of Reading Training Requirements as determined by our committee and Superintendent			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Thad Urban/ Assistant to the Superintendent		2023	
		2024	
		2025	
		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

To Be Determined	To Be Determined	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers
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### Parent Training

Description of Training			
Special Education Overview			
Lead Person/Position			Year of Training
Maria Modzelewski/Director of Special Education; Various Special Education Teachers; School Psychologist			2023 2024 2025 2026
Hours Per Training	Number of Sessions		Provider Audience
1.0	Each MDT and Annual IEP Meeting		District Building Administrators General Education Teachers Parents Special Education Teachers

Description of Training	
Mental Health Awareness - Various Breakout Session	
Lead Person/Position	Year of Training
Maria Modzelewski/Director of Special Education	2023 2024 2025 2026



Hours Per Training	Number of Sessions	Provider	Audience
2.0	2	District Intermediate Unit Other	Parents

Description of Training			
Families Quick Start to Special Education - Binder and Review			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.3	Varies - Each annual IEP Meeting	District PaTTAN	Parents

### IEP Development

Description of Training			
Writing Effective IEP Goals			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience

1.0	1 per year	District PaTTAN	Building Administrators Special Education Teachers
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Description of Training			
Effective Practices for Transition Planning			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District PaTTAN	Building Administrators Special Education Teachers

### Special Education Law

Description of Training			
Special Education Law Symposium			
Lead Person/Position		Year of Training	
Maria Modzelewski/Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4.0	Varies	Other	Central Office Administrators



## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

