

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 719

School District Total Student Enrollment 4506

Percent of Students Receiving Special Education 16

Steering Committee

Name	Position/Role	Building	Email
Dr. Patrick Mannarino	Superintendent	North Hills SD	mannarinop@nhsd.net
Dr. Nicole Bezila	Director of Special Education	North Hills SD	bezilan@nhsd.net
Mrs. Kristina Bilderback	Building Principal	Highcliff El Sch	bilderbackk@nhsd.net
Dr. Jason Beall	Building Principal	Ross El Sch	beallj@nhsd.net
Mrs. Kristen Carmody	Special Education Teacher	McIntyre El Sch	carmodyk@nhsd.net
Mr. Dennis Scharding	Special Education Teacher	West View El Sch	schardingd@nhsd.net
Mrs. Kim Bauer	General Education Teacher	McIntyre El Sch	bauerk@nhsd.net
Mr. Coleman Mazur	General Education Teacher	North Hills SHS	mazurc@nhsd.net
Mr. Mike Zdinak	Parent	North Hills SD	
Mrs. Dawn McElhinney	Parent	North Hills SD	mcelhinneyd@nhsd.net
Dr. Lynn Kiselica	Other	North Hills SD	kiselical@nhsd.net
Mr. Tim McDowell	Other	North Hills SD	mcdowellt@nhsd.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The District at this time is not a host District. Within the School District, we do not have children's institutions, residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers or detention homes. Upon a facility opening within the District, we would assume responsibility. The District would contact the District of residence, convene the IEP team and ensure that FAPE is provided to the student. This would occur through collaboration of the facility, District of residence, North Hills and the IEP team. Students assigned to facilities outside of the district receive services within the host School District unless designated to receive services within the assigned facility. If a student has an IEP, the school where the student is assigned conducts an IEP as the host District. The host District LEA is also responsible for FAPE of students receiving educational services within the assigned facility. The LEA holds IEP team meetings with staff, parents of the student as well as the LEA from the sending district. The parent and the sending district have the opportunity to participate by phone if they are not able to physically attend the meeting. If needed, a surrogate parent is assigned to the student. LRE is determined through the IEP team meeting and the continuum of services that are reviewed for a student attending North Hills is the same for those students who are being educated outside of the district. Currently, North Hills has no problem(s) providing or meeting its obligation under Section 1306 of the Public School Code.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Upon a facility opening within the District, we would assume responsibility. The District would contact the District of residence, convene the IEP team and ensure that FAPE is provided to the student. This would occur through collaboration of the facility, District of residence, North Hills and the IEP team. Students assigned to facilities outside of the district receive services within the host School District unless designated to receive services within the assigned facility. If a student has an IEP, the school where the student is assigned conducts an IEP as the host District. The host District LEA is also responsible for FAPE of students receiving educational services within the assigned facility. The LEA holds IEP team meetings with staff, parents of the student as well as the LEA from the sending district. The parent and the sending district have the opportunity to participate by phone if they are not able to physically attend the meeting. If needed, a surrogate parent is assigned to the student. LRE is determined through the IEP team meeting and the continuum of services that are reviewed for a student attending North Hills is the same for those students who are being educated outside of the district.

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.

The District exceeds the expectations related to the state target in the area of Least Restrictive Environment and has done so consistently over the past ten years. SE Inside regular education class 80% or more - State 61.5% vs LEA 79.5% 40% or less - State 9.6% vs LEA 2.8% Other Settings - State 4.8% vs LEA not measured due to low participation

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?

North Hills School District provides a continuum of services kindergarten through grade 12 for all special education students. Life skills programming, learning support, emotional support, Autistic support and speech/language support services are available at all grade levels. Resource classrooms are utilized at the primary level and secondary support services may include a resource study hall, however all students are included in regular education classrooms to the maximum extent appropriate, regardless of their cognitive functioning level. When considering the appropriate location for services, the IEP teams begin with the regular education classroom as the least restrictive environment. Supplementary aids and services are available to all students, including support provided by a classroom assistant. Regular education staff collaborate with special education staff to ensure modifications, adaptations and instructional strategies are implemented allowing students access to the curriculum. Special Education staff are provided with planning time as well as IEP writing days to plan collaboratively for adaptations, accommodations and modifications for students. All special education students have access to the general education curriculum of North Hills School District. We implement a full inclusion model in grades 7-12 with an opportunity for direct instruction for a select group of students who demonstrate a need. Removal from the regular education environment only occurs in settings where the IEP teams have determined that the use of supplementary aids and services are not providing the students with educational benefit within the regular education classroom, and direct instruction is needed. North Hills School District offers Multi-Tier Systems of Supports (MTSS) through differentiated instruction and resource level supports for both academic and social emotional needs. Some of the evidence-based models being utilized include cross grouping, targeted intervention programming and both pull out and push in model supports. For Social and Emotional needs, the District offers a variety of supports including individual and group psychological counseling, in addition to services and supports through our school counselors. In addition, the District implements School Wide Positive Behavior Support Programs for all students in grades K-8. North Hills has also partnered with Glade Run as a School Based Therapy provider and HSAO as a student assistance provider. The District recently added two additional student assistance counselors, with a total of 5 district wide as well as a counseling psychologist.

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

Collaborative • Co-teaching-teachers have opportunities to collaboratively plan • Classroom Assistant support-classroom assistants are assigned to support students in regular education classes for a percentage of their day • Differentiated instruction-special education and regular education teachers plan collaborative units during planning time. Instructional • Adaptations, accommodations and modifications • Supplemental reading and math materials, i.e. Souday System, First in Math, Study Island, Read Naturally, iready, Wonder Works, Really Great Reading, audio supports Physical • Sensory materials • Sensory Rooms • Chill Suites * 6th grade ESY students attend classes in the secondary program to acquaint them with the building • All schools are wheelchair accessible * All bathroom facilities have handicap access * Assistive

Technology Social-Behavioral • Positive behavior support plans for individual children • Glade Run and HSAO provide school based therapy in all buildings • Social skills training • Individual and/or small group counseling services are included in student's IEP's • Psychological Counseling * Some students have access to support of a classroom assistant allowing them to participate in extra-curricular activities • District-wide bully prevention program • Counseling groups include: anger management, conflict resolution, grief and loss, anxiety and cyber bullying • Staff trained in CCM crisis management, which includes de-escalation techniques and restraint training. School counselors, principals, school police and various teachers have received student assistance training which enhances the services they can provide to students and their families. The following detail additional supports utilized in order to accommodate and maintain students within the regular education setting: district team meetings to discuss student academic and social/emotional needs, and identifying areas of concern in student progress -conducted monthly * Adult support including learning support staff, inclusion and student-assigned classroom assistants, reading and math specialists and RTII. Professional development related to collaboration (staff meetings, coaching sessions, small group and targeted PD, partnership opportunities, etc.). Opportunities for parents and family members to collaborate on the development and implementation of student programs and strategies. Open and collaborative approach to working with outside service providers including therapists, psychiatrists, wrap-around and mental health personnel. IEP teams modify students' curricular goals to reflect individual needs, we modify assignment and assessment format, length, method of presentation, skills covered, and mastery expectations. We provide multiple means and formats for students to demonstrate learning, including written, oral, visual, and performance means, dictation, and others. We provide alternate materials and/or assistive technology. We provide instructional adaptations to students, including pre-viewing, task analysis, repetition of directions, multimodal approaches, extra examples and non examples, small group and individual sessions, and extra opportunities for practice and maintenance of skills. Physical Supports, including but not limited to: Arrangement of classroom furniture and configurations to promote attention and productive task engagement, individualized seating or positioning plans based upon student need, adaptive and therapeutic equipment to provide access, including adapted chairs, standers, mobility devices, slantboards, utensils, etc. Consideration of sensory and attention needs such as response to light, sounds, smells, motion, large groups, and others; noise-cancelling headphones, sensory kits, etc are provided for students on an individual basis as needed. Social/ Behavioral Supports, including but not limited to: Social skills instruction provided by special education teachers, counselors, student assistant counselors and psychologist's. Students have access to school counselors at each building in addition to school-based therapy through Glade Run. We utilize the Intermediate Unit for support on behavioral interventions when needed. Collaboration with teachers, support staff who work with individual students, groups, and classroom and IEP teams. Our teachers have clearly posted classroom rules and expectations, modified/simplified as necessary to meet students' needs. Some students have individual positive behavior support plans, including visual cues and signals to help students engage in positive behavior, accept redirection, and monitor their own behavior. We utilize flexible grouping and classroom cooperative learning strategies to maximize student participation and engagement in regular education classroom tasks and activities

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

Board Policy #231 assures that all students have access to athletics and extra-curricular activities and if support services are needed for these students to participate, these services are indicated. IEP teams work directly with the Director of Pupil Services as well as the Athletic Director and Activities Coordinator to ensure students with disabilities are afforded opportunity to participate in sports and activities of their choice.

Individual student support plans have been created when a student needs assistance in order to participate. The District recently created a Unified Bocce team which allows students with disabilities to play bocce against other school districts.

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?

Each student's strengths and weaknesses are evaluated on an individual basis by the IEP team and decisions are always based upon the needs of the child, not the cost or location. We strive to offer our programs to all of our students, regardless of placement as we recognize the positive impact a sport or extra curricular activity can have on a student. The Director of Pupil Services and school social workers are the main point of contact for all outside placements and regularly review requests for participation in activities. When students request to participate, the IEP team will meet and determine what supports might be needed in order for the student to participate appropriately and meaningfully.

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

The North Hills School District offers a continuum of special education services including Learning Support, Emotional Support, Speech and Language Support, Life Skills Support, and Autistic Support. The District's largest need to build capacity and expand programming is within the Emotional Support category, including students with behavioral disorders, often impacted by mental health concerns. The district recently hired a school psychologist specific for psychological counseling, which has assisted in providing interventions not only to our ES students, but also delivering psychological counseling to all students found eligible - in addition to facilitating social-emotional learning sessions for all students, and to assist students in shaping behaviors conducive to learning. Currently, all of our out of district placed students are receiving instruction in private settings tailored to their emotional support needs, or due to other extensive disabilities (complex needs) in which the district determined additional support is needed.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	7
The Education Center at the Watson Institute	Approved Private School (APS)		The Watson Institute	Autistic Support	9
St. Stephen's Lutheran Academy	Licensed Private Academic		Glad Run	Emotional Support	2

Longmore Academy	Licensed Private Academic		Longmore Academy	Emotional Support	6
Holy Family Institute	Licensed Private Academic		Holy Family Institute	Emotional Support	4
Presley Ridge	Approved Private School (APS)		Presley Ridge	Emotional Support	2
Western Pennsylvania School for the Blind	Approved Private School (APS)		PA School for the Blind	Blind and Visually Impaired Support	6
PACE	Approved Private School (APS)		PACE	Emotional Support	2
Pathfinder	Approved Private School (APS)		Allegheny County Intermediate Unit	Life Skills Support	1
Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	1
Wesley Academy	Approved Private School (APS)		Wesley Academy	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-02-20

Uploaded Files
Behavior Support Services Policy .docx

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

The District supports the emotional, social needs of students through the use of school wide programs as well as the creation of a positive culture and learning environment enhanced by training and development for staff. Our district is committed to supporting students with behavioral needs in the least restrictive environment and shall only place students 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 District Behavior Management Policy is a three level system for effective behavior management of students with special needs. The first level is preventative and involves effective classroom management strategies and does not require a behavior management plan attached to the IEP. Strategies which are emphasized are effective teacher practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, classroom discussion and problem solving, family involvement and cooperation. The second level involves specific interventions designed for individual students and requires a behavior support plan, which is part of the IEP. Special Education teachers have been trained to conduct functional behavior assessments and to develop individualized behavior improvement plans based on assessment data. The individualized behavior plan follows the following guidelines: 1. Defining the behavior in objective and measurable terms. 2. Analyzing the problem carefully in terms of environmental factors which may be influencing the inappropriate behavior. 3. Developing a plan involving the least intrusive level of intervention that is likely to be effective. 4. Periodic evaluation of the plan for effectiveness. Strategies which are emphasized at this level of intervention are: problem solving sessions involving the student, parent, teacher, psychologist, and other appropriate personnel; behavioral contracting; social skills training; environmental restructuring; verbal prompting; reinforcement techniques; and parent training in application of behavioral techniques. Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive measures. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The District also works closely with behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The school counselors in each building and SAP personnel also keep close contact with students who need additional emotional and social supports throughout the day. The third level is more restrictive and is only considered after Level II interventions are determined to be ineffective. In order for interventions to proceed to the third level, the IEP team must convene to formally address these procedures as part of the IEP. This would be a situation in which a student requires physical restraint to control acute or episodic aggressive behavior. Support staff and professional staff members are trained yearly. In addition, students may be referred to our school psychologist for psychological

counseling as an identified Tier III support. The Intermediate Unit and school psychologists have provided teachers and support staff with professional development to assist them in managing behaviors and social/emotional needs within their classrooms.

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.

District staff participate in professional development opportunities which focus on trauma and effective practices for working with students who have experienced trauma. The District has two trainers who work with staff on de-escalation and restraint technique through the use of CCM. The North Hills School District carefully plans trainings for its staff members and parents in positive behavior supports as well as trauma informed practices. The calendar for training is based on staff/student needs and is often specialized to address individual students and or disability categories that teachers and other staff members may be struggling with. Staff in the elementary and middle school buildings have been trained in SWPBIS and there are plans to continue training in the summer of 2023. Staff will be trained and or re-certified in de-escalation techniques, conducting functional behavior assessments and data collection and disability specific trainings and strategies that complement each category. Training is often provided by staff from the Intermediate Unit and our school psychologists. We will continue to utilize agency consultation for student specific assistance. In addition, the District has identified points of contact for students within the buildings, and provides community resources to our kids and families. These staff members are members of the SAP team and District team who can also mentor students that return from outside placements. Our school counselors and SAP counselors conduct classroom lessons, including school wide positive behavior supports and anti-bullying. At the high school, counselors and social workers visit classrooms to facilitate discussions around respecting school property, attendance, grades, accepting the differences of others, self respect, drugs and alcohol and many other topics.

3. Describe the district positive school wide support programs.

North Hills School District Elementary Schools and Middle School participate in a School Wide Positive Behavior Support Program in which all students are motivated and rewarded for their appropriate behavior. The program focused on having school wide rules and expectations, which are explicitly taught to every student. Using this model, rather than telling students what not to do, the school is focusing on the preferred behaviors. A goal of this program is to acknowledge and reinforce positive behavior. Students who regularly follow our school wide rules and expectations will be recognized for their positive behavior. The SWPBS core team meets regularly to ensure fidelity in the program and for continuous improvement.

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

The District partners with HSAO and Glade Run for school based mental health services. The District also has a counseling school psychologist on staff who provides psychological counseling to identified students. The District supports student behavioral health needs through our Student Assistance Program. This program consists of teams at the elementary, middle and high school level and partners with HSAO as our SAP liaison. Teams provides families with concrete information regarding observable student behavior in school, as well as assistance in identifying learning barriers and offering suggestions or resources in school and in the community. Goals of the our teams include: Building a working partnership with families and outside providers, focusing on the student's success and identifying ways to support student success, assisting families in identifying options for professional support when an issue is beyond the scope of the District, offering student centered services such as educational, school counseling and psychological services. The Secondary Student Assistance Team meets every other week to discuss referrals and how the District can support students in need. The team explores and discusses learning barriers and suggests resources

in school and in the community. School Based Mental Health Services are available through the partnership with Glade Run, which may include weekly individualized counseling for students. We also offer individual or group counseling with an outside Drug and Alcohol Specialist/Provider and facilitate classroom lessons. Collaboration and communication with probation officers from Juvenile Services as well as collaboration and communication with caseworkers from community agencies, wrap around services, Children, Youth, and Family services, etc. is ongoing. The North Hills School District employs 11 school counselors, 5 student assistant counselors, 2 school social workers, 3 school psychologists and 1 counseling psychologist. Our Pupil Service Department is an integral component of every North Hills School District student's education. Our emphasis is on implementing a planned, comprehensive, competency-based program, and it's built around the structure of the National Standards for School Counseling. Our program helps students develop skills relating to academic success, positive self-esteem, interpersonal relationships, decision making, career awareness, and awareness of personal values, interests, and preferences. We believe in a partnership between teachers, staff, parents, administrators, and community members to help each student in achieving their goals.

5. Describe the district restraint procedure.

Staff are trained in verbal de-escalation as well as restraint technique. Staff are advised to utilize de-escalation when possible and intervene if the student is harming themselves or someone else. This is through the use of the CCM program. If a student is physically restrained, paperwork is completed and sent home to the parent. The parent indicates that they would like a meeting or the parent waives the meeting. Restraints are reportedly quarterly through the RISC system. Both students and staff are seen by the school nurse following a restraint. Physical Restraints: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. IEP teams shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints: Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Seclusion: The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

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.

The North Hills School District has not experienced difficulty ensuring FAPE for any particular disability category in recent years. However, should the District experience this problem in the future, the first step would be to determine if there are gaps in the continuum of the supports we are providing. Team meetings are scheduled regularly to analyze behavioral and or academic data to determine what additional supports may be needed. The District also uses our school psychologist to assist our staff and administrators in the data analysis and recommendations for additional supports. Additional supports in district based classrooms are always the first option considered, however, when a student is experiencing difficulty, the district relies on the following processes; bringing in a specialist to assist with determining the barriers or for consultation, provide additional accommodations and modifications to the child's programming, conducting functional behavioral assessments and implementing positive behavior supports, reconfiguring staff to assist with providing additional supports and involving other related service providers as needed. Should the District exhaust all known placement options for a hard to place student with disabilities, we would contact the Allegheny Intermediate Unit's Interagency contact and the PaTTAN Consultant to assist us in identifying other placement options, support agencies and resources. Following discussions with the interagency coordinator, the District may also contact the Supervisor of Children/Adolescent Services from the Allegheny County Department of Human Services/Department of Behavioral Health in order to bring additional agency support/expertise to the table. These representatives are also invited to participate in IEP team meetings to assist team members in brainstorming possible resolutions and in reaching agreement. The positive relationship built between the district and community agencies have resulted in a spirit of cooperative problem solving which directly benefits students. The District is aware that the Special Education Supervisor must file a report with PDE regarding interagency collaboration for hard to place students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DS	Elementary	Full-time (1.0)	02/23/2023 12:01 PM

Building Name	
West View El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	16
Identify Classroom	Classroom Location Age Range
School District	Elementary 8 to 11
Age Range Justification	FTE %
	0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GS	Elementary	Full-time (1.0)	02/23/2023 12:01 PM

Building Name	
West View El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	14

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EN	Elementary	Full-time (1.0)	02/23/2023 12:00 PM

Building Name	
West View El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	37
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
Not in room at same time for therapy	0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH	Elementary	Full-time (1.0)	02/23/2023 11:59 AM

Building Name
West View El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS - R	Elementary	Full-time (1.0)	02/23/2023 11:58 AM

Building Name		
Ross El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM	Elementary	Full-time (1.0)	02/23/2023 11:58 AM

Building Name		
Ross El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES - R	Elementary	Full-time (1.0)	02/23/2023 11:57 AM

Building Name		
Ross El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Not in room for therapy at same time		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM	Elementary	Full-time (1.0)	02/23/2023 11:56 AM

Building Name	
Ross El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	31
Identify Classroom	Classroom Location
School District	Elementary
Age Range	Age Range
5 to 11	
Age Range Justification	FTE %
Not in room for therapy at same time	0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM	Elementary	Full-time (1.0)	02/23/2023 11:55 AM

Building Name	
Ross El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK	Elementary	Full-time (1.0)	02/23/2023 11:54 AM

Building Name	
Ross El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SC	Elementary	Full-time (1.0)	02/23/2023 11:53 AM

Building Name	
Ross El Sch	
Support Type	

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
waiver used if needed		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB - R	Elementary	Full-time (1.0)	02/23/2023 11:52 AM

Building Name		
Ross El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TZ	Secondary	Full-time (1.0)	02/21/2023 01:34 PM

Building Name		
North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KT	Secondary	Full-time (1.0)	02/21/2023 01:33 PM

Building Name		
North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS	Secondary	Full-time (1.0)	02/21/2023 01:32 PM

Building Name		
North Hills MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM	Secondary	Full-time (1.0)	02/21/2023 01:32 PM

Building Name		
North Hills MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JL	Secondary	Full-time (1.0)	02/23/2023 12:02 PM

Building Name		
North Hills MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF	Secondary	Full-time (1.0)	02/21/2023 01:31 PM

Building Name
North Hills MS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TC	Secondary	Full-time (1.0)	02/21/2023 01:30 PM

Building Name		
North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC	Secondary	Full-time (1.0)	02/21/2023 01:29 PM

Building Name

North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DC	Secondary	Full-time (1.0)	02/21/2023 01:28 PM

Building Name		
North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MB - MS	Secondary	Full-time (1.0)	02/21/2023 01:15 PM
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Building Name		
North Hills MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB	Secondary	Full-time (1.0)	02/23/2023 12:03 PM

Building Name		
North Hills SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 21
Age Range Justification		FTE %

Not in room at same time for therapy	0.29
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AH	Elementary	Full-time (1.0)	02/21/2023 01:13 PM

Building Name		
McIntyre El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP - M	Elementary	Full-time (1.0)	02/23/2023 12:03 PM

Building Name		
McIntyre El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		41
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Not in room for therapy at same time		0.63

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SK	Elementary	Full-time (1.0)	02/21/2023 01:11 PM

Building Name		
McIntyre El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VH	Elementary	Full-time (1.0)	02/21/2023 01:10 PM

Building Name		
McIntyre El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC	Elementary	Full-time (1.0)	02/23/2023 12:03 PM

Building Name		
McIntyre El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Waiver used when needed		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP	Elementary	Full-time (1.0)	02/21/2023 01:08 PM

Building Name		
Highcliff El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Speech - not in room for therapy at same time		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CF	Elementary	Full-time (1.0)	02/23/2023 12:04 PM

Building Name		
Highcliff El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11

Age Range Justification	FTE %
Waiver used when needed	0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TD	Elementary	Full-time (1.0)	02/21/2023 01:06 PM

Building Name	
Highcliff El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	28
Identify Classroom	Classroom Location
School District	Elementary
Age Range	5 to 8
Age Range Justification	FTE %
	0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JA	Elementary	Full-time (1.0)	02/21/2023 01:06 PM

Building Name	
Highcliff El Sch	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KZ	Secondary	Full-time (1.0)	02/21/2023 01:04 PM

Building Name		
North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LW	Secondary	Full-time (1.0)	02/21/2023 01:04 PM

Building Name

North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LT	Secondary	Full-time (1.0)	02/23/2023 12:04 PM

Building Name		
North Hills SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Transition age until 21 - waiver used when needed		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES	Secondary	Full-time (1.0)	02/21/2023 01:02 PM

Building Name		
North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP	Secondary	Full-time (1.0)	02/21/2023 01:01 PM

Building Name		
North Hills SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.38
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TO	Secondary	Full-time (1.0)	02/21/2023 01:00 PM

Building Name	
North Hills SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	24
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	14 to 18
	FTE %
	0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SL	Secondary	Full-time (1.0)	02/21/2023 01:00 PM

Building Name	
North Hills SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL	Secondary	Full-time (1.0)	02/21/2023 12:58 PM

Building Name		
North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ek	Secondary	Full-time (1.0)	02/21/2023 12:57 PM

Building Name
North Hills SHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students remaining until 21 - waiver used if needed		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DB	Secondary	Full-time (1.0)	02/21/2023 12:50 PM

Building Name		
North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB	Secondary	Full-time (1.0)	02/21/2023 01:07 PM

Building Name		
North Hills SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.42

Special Education Facilities

Building Name		Room #
West View El Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2023-08-23		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
West View El Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2023-08-23		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
West View El Sch		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 0 inches x 22 feet, 0 inches	968sqft	34
Implementation Date		
2023-08-23		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
McIntyre El Sch		C123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2023-08-23		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
McIntyre El Sch		C137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-23		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
McIntyre El Sch		C141
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-23		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
McIntyre El Sch	A200

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 30 feet, 0 inches	1110sqft	39
Implementation Date		
2023-08-23		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
McIntyre El Sch		A206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-23		
Uploaded Files		

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	

Building Name		Room #
North Hills MS		A101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 22 feet, 0 inches	792sqft	28
Implementation Date		
2023-08-23		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
North Hills MS		A201
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2023-08-23		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
North Hills MS		A202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2023-08-23		
Uploaded Files		

11 Assurance Check

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

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

Building Name		Room #
North Hills MS		C124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2023-08-23		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
North Hills SD		C124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24

Implementation Date
2023-08-23
Uploaded Files

13 Assurance Check

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

Building Name		Room #
North Hills MS		B215
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2023-08-23		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
North Hills MS		C118
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 30 feet, 0 inches	990sqft	35
Implementation Date		
2023-08-23		
Uploaded Files		

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	

Building Name		Room #
North Hills MS		D102
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-23		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
North Hills MS		B107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 14 feet, 0 inches	308sqft	11
Implementation Date		
2023-08-23		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
North Hills MS		C126
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2023-08-23		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
North Hills MS		D202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2023-08-23		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Ross El Sch		B61
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
Implementation Date		
2023-08-23		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Ross El Sch		D53
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 34 feet, 0 inches	1156sqft	41
Implementation Date		
2023-08-23		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Ross El Sch		C36
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 28 feet, 0 inches	952sqft	34
Implementation Date		
2023-08-23		
Uploaded Files		

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22Assurance Check

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

Building Name		Room #
Ross El Sch		A22
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
42 feet, 0 inches x 26 feet, 0 inches	1092sqft	39
Implementation Date		
2023-08-23		
Uploaded Files		

23Assurance 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 #
Ross El Sch		A23
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
Implementation Date		
2023-08-23		
Uploaded Files		

24Assurance 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 #
Ross El Sch		A30
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 26 feet, 0 inches	520sqft	18
Implementation Date		
2023-08-23		
Uploaded Files		

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25 Assurance Check

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

Building Name		Room #
North Hills SHS		E116
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2023-08-23		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
North Hills SHS		A117
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-08-23		
Uploaded Files		

27Assurance 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 #
North Hills SHS		B129
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-08-23		
Uploaded Files		

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28 Assurance Check

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

Building Name		Room #
North Hills SHS		B131
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-08-23		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
North Hills SHS		OF204
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 15 feet, 0 inches	450sqft	16
Implementation Date		
2023-08-23		
Uploaded Files		

30Assurance 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 #
Highcliff El Sch		A119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 34 feet, 0 inches	1088sqft	38
Implementation Date		
2023-08-23		
Uploaded Files		

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31 Assurance Check

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

Building Name		Room #
Highcliff El Sch		A232
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2023-08-23		
Uploaded Files		

32 Assurance Check

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

Building Name		Room #
Highcliff El Sch		A235
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2023-08-23		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Highcliff El Sch		A237
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 14 feet, 0 inches	308sqft	11
Implementation Date		
2023-08-23		
Uploaded Files		

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34 Assurance Check

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

Special Education Support Services

35Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Paraprofessionals	66	District Wide	District
School Psychologist	4	District Wide	District
Social Worker	2	District Wide	District
Guidance Counselor	11	District Wide	District
Other	5	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
VB Map Training			
Lead Person/Position		Year of Training	
AIU			
Hours Per Training	Number of Sessions	Provider	Audience
7	8	Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
FBA Training - PBSP			
Lead Person/Position		Year of Training	
Psychologists			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Paraprofessional

Description of Training			
Professional Development based on identified needs			
Lead Person/Position		Year of Training	
Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	Special Education Teachers

Science of Literacy

Parent Training

Description of Training			
Needs based parent trainings			
Lead Person/Position		Year of Training	
Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

IEP Development

Description of Training	
Incorporating evaluation reports and re-evaluation reports into IEP's - goals, recommendations, SDI's	
Lead Person/Position	Year of Training

Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date