

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 406  
School District Total Student Enrollment 2299  
Percent of Students Receiving Special Education 17.7

## Steering Committee

Name	Position/Role	Building	Email
Elizabeth Altenhof	Director of Special Education	Blackhawk SD	altenhofe@bsd.k12.pa.us
Marianne LeDonne	Director of Curriculum	Blackhawk SD	ledonnem@bsd.k12.pa.us
Tracy Yowler	Special Education Teacher	Highland MS	yowlert@bsd.k12.pa.us
Bryce Egger	Building Principal	Highland MS	eggerb@bsd.k12.pa.us
Rick Ford	Building Principal	Blackhawk HS	fordr@bsd.k12.pa.us
Dianne Sarver	Special Education Teacher	Blackhawk HS	sarverd@bsd.k12.pa.us
Kristen Wallace	Other	Blackhawk SD	wallacek@bsd.k12.pa.us
Marcee Evans	Special Education Teacher	Patterson Primary Sch	evansm@bsd.k12.pa.us
Amy Anderson	Building Principal	Highland MS	andersona@bsd.k12.pa.us
Drew Bosco	Special Education Teacher	Highland MS	boscod@bsd.k12.pa.us
Jodi Borroni	Building Principal	Blackhawk Intermediate Sch	borronij@bsd.k12.pa.us
Curtis Covert	Special Education Teacher	Blackhawk Intermediate Sch	covertc@bsd.k12.pa.us
Rachele DeFrank	Special Education Teacher	Blackhawk Intermediate Sch	defrankr@bsd.k12.pa.us

## 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.)

Currently, no 1306 facilities are located within district boundaries. The Blackhawk School District meets its obligations under Section 1306 as the Host school district by communicating and notifying the Resident school district staff, facility staff, as well as with the educational staff and parents. All involved parties collaborate to ensure that nonresident students are receiving FAPE in the Least Restrictive Environment, as appropriate. Supplementary aids and services are considered when ensuring that students are receiving FAPE in the Least Restrictive Environment. As the Host district, we submit the PDE 4605 form to the school district of residence and request educational records for enrollment. Also, as the Host district, we convene an IEP team meeting to determine educational placement, always considering education in the least restrictive environment first. As the Host district, we are responsible for FAPE, child find, reporting progress, appointing a surrogate, if needed, and communicating with the school district of residence.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Blackhawk School District and host district will have an open line of communication. The Blackhawk School District arranges and participates in IEP Team meetings for these nonresident students, and communicates with parents/guardians of students, as well as with staff from the home school district and the resident facilities, on a regular and as needed basis. This allows the Blackhawk School District to be a part of the discussion and process for determining transition back into the school district. Upon a team determination that a student is ready to transition back to school, an IEP team meeting will be held to discuss intake procedures back into the district or another placement if deemed appropriate.

## 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 Blackhawk School District supports the idea that all students with special needs receive services within the regular education setting in their home school as the initial placement considered. Student needs, as identified through evaluation reports, classroom performance, and parent and teacher input, are discussed prior to any placement change. The Blackhawk School District is not currently in monitoring or corrective action for its Educational Environments. According to the December 1 2020 Child Count data, the district is above the state average of students within the regular classroom for 80% or more of their day. The state average is 61.5% and district is at 77.5%. The district is above the state average for the percentage of students educated in Other Settings. The state average is 4.8% and the district average is 7.4%. This percentage has decreased since the December 2020 Child Count and continues to be a focus of improvement for the district. In an effort to continue to reduce the number of students educated in other settings, as well as due to a high number of students transitioning from early intervention to school-aged services with special education needs, in July of 2022, the district voted to expand the autistic support program from one elementary classroom to two elementary classrooms consisting of students K-1 and 2-4. As such, the addition of a special education teacher and two paraprofessionals was also approved. The new autistic support classroom will include 7 students requiring supplemental to full-time autistic support, eliminating the need for outplacement for these students.

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 currently does not implement a formal Multi Tiered Systems of Support (MTSS) model. The middle school and high school buildings are in the beginning stages of starting SWPBS for next school year (2022-2023). In the absence of an MTSS model, the Academic Instructional Model process continues to be implemented prior to referral for multidisciplinary evaluation for eligibility for special education services. The (AIM) process includes an ongoing teaming process, frequent consultation with the principal, teachers, parents, school counselor, and school psychologist regarding students evidencing academic, social, and emotional difficulties. The AIM process is instrumental in collecting data, providing interventions, assessing and monitoring progress, communicating with parents and Team members, and facilitating school team meetings. Every attempt is made for students, whether referred by parent or staff, to go through the AIM process prior to a Multidisciplinary Evaluation (MDE).

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 district provides supplementary aids and services within the regular education setting and in extracurricular and non academic settings in order to maximize the extent to which students with disabilities participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student, the IEP team considers input from all members including parents, teachers, administrators, psychologists, counselors, and related service providers.

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

The district currently participates in mentoring programs to support social inclusion within the school setting. Accommodations, modifications, and related services as provided to students if necessary to participate in extracurricular activities. The district also participates in Unified Sports 9-12 for opportunities to meaningfully participate. The supplementary aids and services the district utilizes is 1:1 or small group support within the activity, pre-teaching, specialized equipment, pacing, planning and collaboration, and additional training among other considerations.

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?  
IEP teams meet annually to discuss programming, the types of support, and progress towards goals within the placement. The district also shares opportunities within the K-12 environment that may allow students an opportunity to participate in extracurricular clubs and activities.
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 district will need to build additional internal capacity to support students with significant emotional and behavioral needs. This can be aided in the implementation of more Trauma Based Practices and Positive Behavior Support. The district has a plan to work with the BVIU on initiating formal positive behavior supports, starting at the middle school and high school level.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Adelphoi Education	Licensed Private Academic		Adelphoi Education	Emotional Support	1
Class Academy	Licensed Private Academic		The Prevention Network and Class Academy	Emotional Support	1
Hope Learning Center	Licensed Private Academic		Hope Learning	Autistic Support	1
Hope Learning Center			Hope Learning	Emotional Support	1
Longmore Academy	Licensed Private Academic		MHY Family Services	Emotional Support	1
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Multiple Disabilities Support	3
New Horizon	Licensed Private Academic		BVIU	Life Skills Support	7
New Horizon	Licensed Private Academic		BVIU	Emotional Support	4
New Horizon	Licensed Private		BVIU	Multiple Disabilities	5

	Academic			Support	
St. Stephens	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	1
Education Center Sewickley	Approved Private School (APS)		Watson Institute	Life Skills Support	4
Education Center Sewickley	Approved Private School (APS)		Watson Institute	Multiple Disabilities Support	3
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind Children	Blind and Visually Impaired Support	1

## Positive Behavior Support

Date of Approval  
2016-05-18

Uploaded Files  
DOC061322.pdf

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

Behavioral supports are provided through positive behavior support plans and classroom management techniques. The district uses a model which begins with the implementation of a class-wide positive behavior techniques. If the student responds, an individual Positive Behavior Support Plan is not needed. The next step involves specific interventions designed for the individual student through consultation and specially designed instruction. These plans are developed through consultation with the IEP team, which includes parents, classroom teachers, building administrators, related service providers, school psychologist, and school counselors as appropriate. If this is not sufficient to meet a student's needs, a formal Functional Behavior Assessment which includes collection of baseline data through interviews with teachers, parents, and students, as well as classroom observations to document the frequency and intensity of behaviors of concern. This data is analyzed for patterns that assist in the development of a Positive Behavior Support Plan. The plan is implemented and periodically reviewed to determine effectiveness, and adjustments are made as needed. Identified social needs are addressed in small group and individual sessions. This occurs through the guidance office or life skills classroom in the elementary school and the emotional support and life skills classrooms in the junior/senior high building. The Blackhawk School District offers an emotional support program at the middle school and high school level. The program is intended for the needs of the itinerant and supplemental emotional support needs within the district.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

District staff are trained annually in behavior supports and responses to behaviors. Representatives from each grade level, department, and administration are trained in the Nonviolent Crisis Intervention Model through the BVIU and the Crisis Prevention Institute. The program is comprised of both a verbal de-escalation training section as well as a safe physical intervention section. The district identified a core team of teachers and staff that serve as out CPI team. This team was selected based off not only the teacher's classroom location to best support the whole school setting, but also based upon grade and subject area where there is an individual on the team that would have a relationship with a student in crisis. This process allows our teachers to utilize their personal relationships with the students to deescalate the situation prior to the need of more intensive interventions including physical intervention.

3. Describe the district positive school wide support programs.

The district utilizes positive school wide support programs. Olweus is utilized as a district wide program. Anti-bullying lessons are provided by the guidance counselor. In the elementary schools, programs are themed and incentive based. The middle school and high school buildings are scheduled to begin formal School Wide Positive Behavior Support training in the fall.

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

The district partners with a School Based Mental Health provider. This service operates in all district buildings. Referrals are managed by the guidance office



and administration and is shared with the school based provider. Parents are provided information on this service annually and as needed. The district also received grant funding for supplemental emotional support services.

5. Describe the district restraint procedure.

The Blackhawk School District administrators, teachers, and paraprofessionals have been trained in Crisis Prevention Interventions (CPI). This training includes both de-escalation and restraint techniques.

## 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 Blackhawk School District ensures that students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the person's disability. The district provides a full continuum of services. Through the development of the IEP, the IEP team's initial consideration is to meet the needs of the student with disabilities in the least restrictive environment with the appropriate supports and services. The IEP team will only consider educating a student in a more restrictive environment if the team decides that the child's needs cannot be met in the general education setting with accommodations, modifications and assistance. If the team determines this placement not to be appropriate, the team looks at the continuum of services from least to most restrictive and determines where the child's needs would best and most appropriately be met. At this time, district does not have any students for whom it is having difficulty locating a program to ensure the provision of FAPE. All IEP teams have been able to successfully locate or design a special educational program to ensure the provision of FAPE for each and every identified special education student. In the instance of any placement issues, the district collaborates with the BVIU, other schools, and community or agency partners. The district works closely with these agencies and support professionals. The district has utilized Regional Interagency Coordination this year and last year to assist in bringing services together to best support students and aid in removing barriers to learning. The district has a positive working relationship with these teams.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #22	Elementary	Full-time (1.0)	07/18/2022 11:45 AM

<b>Building Name</b>		
Blackhawk Intermediate 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Blackhawk Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Program Profile #21	Multiple	Full-time (1.0)	06/13/2022 12:49 PM
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<b>Building Name</b>		
Highland MS		
<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)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Blackhawk HS		
<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)		9
<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>
		0.14

<b>Building Name</b>		
Blackhawk Intermediate Sch		
<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)		11
<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>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #20	Multiple	Full-time (1.0)	06/13/2022 12:49 PM

<b>Building Name</b>		
Patterson Primary Sch		
<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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Blackhawk Intermediate Sch		
<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)		57
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #19	Secondary	Full-time (1.0)	06/13/2022 12:36 PM

<b>Building Name</b>		
Blackhawk HS		
<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)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Blackhawk HS		
<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)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Blackhawk HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #18	Secondary	Full-time (1.0)	06/13/2022 12:35 PM

<b>Building Name</b>		
Blackhawk HS		
<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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16

<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>Building Name</b>		
Blackhawk HS		
<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>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.13

<b>Building Name</b>		
Blackhawk HS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Blackhawk HS		
<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	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Blackhawk HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Blackhawk HS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Blackhawk HS		

<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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #17	Secondary	Full-time (1.0)	06/13/2022 12:33 PM

<b>Building Name</b>		
Blackhawk HS		
<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)		27
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This is a high school level support position that services grades 9-12. Students are not educated in the same classroom at the same time.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #16	Secondary	Full-time (1.0)	06/13/2022 12:35 PM

<b>Building Name</b>		
Blackhawk HS		
<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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
This is a high school level support position that services grades 9-12. Students are not educated in the same classroom at the same time.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #15	Secondary	Full-time (1.0)	06/13/2022 12:27 PM

<b>Building Name</b>		
Blackhawk HS		
<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)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

This is a high school level support position that services grades 9-12. Students are not educated in the same classroom at the same time.	0.48
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #14	Secondary	Full-time (1.0)	06/13/2022 12:26 PM

<b>Building Name</b>		
Blackhawk HS		
<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)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This is a high school level support position that services grades 9-12. Students are not educated in the same classroom at the same time.		0.38

<b>Building Name</b>		
Blackhawk HS		
<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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #13	Multiple	Full-time (1.0)	06/13/2022 12:31 PM

<b>Building Name</b>		
Highland MS		
<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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
The classroom serves students in grades 5-8. The IEP team determines whether the program meets the needs of each particular student. There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.		0.16

<b>Building Name</b>		
Highland MS		
<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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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<b>Building Name</b>		
Highland MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Highland MS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #12	Multiple	Full-time (1.0)	06/13/2022 12:31 PM

<b>Building Name</b>		
Highland MS		
<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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
The classroom serves students in grades 5-8. The IEP team determines whether the program meets the needs of each particular student. There are times when students exceed the age range in the classroom. An age waiver form is signed by parents.		0.25

<b>Building Name</b>		
Highland MS		
<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>	
Full-Time (80% or More)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.13

<b>Building Name</b>		
Highland MS		
<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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Highland MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #11	Secondary	Full-time (1.0)	06/13/2022 12:21 PM

<b>Building Name</b>		
Highland MS		
<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)		22



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.44

<b>Building Name</b>		
Highland MS		
<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	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #10	Secondary	Full-time (1.0)	06/13/2022 12:19 PM

<b>Building Name</b>		
Highland MS		
<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)		29
<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>
	0.58

<b>Building Name</b>		
Highland MS		
<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	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #9	Elementary	Full-time (1.0)	06/13/2022 12:18 PM

<b>Building Name</b>		
Highland MS		
<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)		25
<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>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #8	Elementary	Full-time (1.0)	06/13/2022 12:18 PM

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<b>Building Name</b>		
Highland MS		
<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)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.56

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #7	Elementary	Full-time (1.0)	06/13/2022 12:16 PM

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<b>Building Name</b>		
Blackhawk Intermediate 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)		11
<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>
		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #6	Elementary	Full-time (1.0)	06/13/2022 12:15 PM

<b>Building Name</b>	
Blackhawk Intermediate 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)	21
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #5	Elementary	Full-time (1.0)	06/13/2022 12:15 PM

<b>Building Name</b>
Blackhawk Intermediate 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Blackhawk Intermediate 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>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Blackhawk Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		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>

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #4	Elementary	Full-time (1.0)	06/13/2022 12:14 PM

<b>Building Name</b>		
Blackhawk Intermediate 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Blackhawk Intermediate 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>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile #3	Elementary	Full-time (1.0)	07/18/2022 11:43 AM

<b>Building Name</b>		
Blackhawk Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Blackhawk Intermediate 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The classroom serves students in grades K-4. The IEP team determines whether the program meets the needs of each particular student. There are		0.38

times when students exceed the age range in the classroom. An age waiver form is signed by parents.	
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<b>Building Name</b>		
Blackhawk Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #2	Elementary	Full-time (1.0)	06/13/2022 12:09 PM

<b>Building Name</b>		
Blackhawk Intermediate 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)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.56



<b>Building Name</b>		
Blackhawk Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Profile #1	Elementary	Full-time (1.0)	06/13/2022 12:07 PM

<b>Building Name</b>		
Patterson Primary 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)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Blackhawk HS		214
<b>School Building</b>		<b>Building Description</b>
Senior 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, 8 inches x 27 feet, 2 inches	887sqft	31
<b>Implementation Date</b>		
2022-05-12		
<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>
Blackhawk HS		205
<b>School Building</b>		<b>Building Description</b>
Senior 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, 7 inches x 26 feet, 2 inches	852sqft	30
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk HS		101
<b>School Building</b>		<b>Building Description</b>
Senior 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 31 feet, 0 inches	992sqft	35
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk HS		100
<b>School Building</b>		<b>Building Description</b>
Senior 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>
33 feet, 0 inches x 40 feet, 0 inches	1320sqft	47
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

#### 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>
Blackhawk HS		103
<b>School Building</b>		<b>Building Description</b>
Senior 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>
33 feet, 7 inches x 25 feet, 7 inches	859sqft	30
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Highland MS		107
<b>School Building</b>		<b>Building Description</b>
Middle		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>
33 feet, 0 inches x 21 feet, 8 inches	715sqft	25
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Highland MS		206
<b>School Building</b>		<b>Building Description</b>
Middle		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>
33 feet, 0 inches x 21 feet, 8 inches	715sqft	25
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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>
Highland MS		412
<b>School Building</b>		<b>Building Description</b>
Middle		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 18 feet, 0 inches	504sqft	18
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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8 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	

<b>Building Name</b>		<b>Room #</b>
Highland MS		Speech Room
<b>School Building</b>		<b>Building Description</b>
Middle		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>
22 feet, 0 inches x 17 feet, 3 inches	379sqft	13
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

9 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	



<b>Building Name</b>		<b>Room #</b>
Patterson Primary Sch		Speech room
<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>
10 feet, 8 inches x 10 feet, 8 inches	113sqft	4
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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>
Patterson Primary Sch		211
<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>
19 feet, 0 inches x 12 feet, 0 inches	228sqft	8
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Patterson Primary Sch		201
<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>
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

12 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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		213
<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>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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>
Blackhawk Intermediate Sch		214
<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>
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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**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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		228
<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>
21 feet, 0 inches x 35 feet, 0 inches	735sqft	26
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

**15 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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		234
<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>
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2022-05-12		
<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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		313
<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>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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**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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		314
<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>
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

**18 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	

<b>Building Name</b>		<b>Room #</b>
Blackhawk Intermediate Sch		328
<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>
10 feet, 0 inches x 22 feet, 0 inches	220sqft	7
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

19Assurance 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>
Blackhawk Intermediate Sch		329
<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>
10 feet, 0 inches x 22 feet, 0 inches	220sqft	7
<b>Implementation Date</b>		
2022-05-12		
<b>Uploaded Files</b>		

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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 #
Blackhawk Intermediate 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
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
Implementation Date		
2022-07-18		
Uploaded Files		

21 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

### 22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	District
Guidance Counselor	4	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	34	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	PaTTAN Other	Building Administrators General Education Teachers

Description of Training			
CPI			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
School Wide Positive Behavior Support Overview			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
PBIS Team Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof, Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District Intermediate Unit	

Paraprofessional

<b>Description of Training</b>			
CPR/First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	3	District	Paraprofessionals

<b>Description of Training</b>			
Behavior Supports for Supporting Students			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	District Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>			
Transition Grid and Services Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	District Intermediate Unit	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Phonics/Structured Literacy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Graduation Pathways			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elizabeth Altenhof/Director of Special Education		2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District	Parents
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Description of Training			
IEP Refresher			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

### IEP Development

Description of Training			
Goal Writing for IEPs			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Special Education Teachers

Description of Training			
IEP Writer Regional Workshop			
Lead Person/Position		Year of Training	
Elizabeth Altenhof, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	Other	Central Office Administrators Special Education Teachers



## Signatures & Affirmations

Approval Date

2022-07-14

Uploaded Files

DOC072122.pdf

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

Superintendent/Chief Executive Officer

Dr. Robert Postupac

Date

2022-08-11



