

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 482
School District Total Student Enrollment 2214
Percent of Students Receiving Special Education 21.8

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Steering Committee

| Name | Position/Role | Building | Email |
|-------------------|---------------------------|----------------------------------|---------------------------|
| Monique Mawhinney | Superintendent | Highlands SD | mmawhinney@goldenrams.com |
| Cathleen Cubelic | Other | Highlands SD | ccubelic@goldenrams.com |
| Catherine Russo | Director of Curriculum | Highlands SD | crusso@goldenrams.com |
| Kristie Gizienski | Building Principal | Highlands Early Childhood Center | kgizienski@goldenrams.com |
| Stanley Whiteman | Building Principal | Highlands El Sch | swhiteman@goldenrams.com |
| Rebecca Bragan | Building Principal | Highlands MS | rbragan@goldenrams.com |
| Laura Burns | Building Principal | Highlands SHS | lburns@goldenrams.com |
| Kristen Wyant | Special Education Teacher | Highlands El Sch | kwyant@goldenrams.com |
| Carly Mazur | General Education Teacher | Highlands Early Childhood Center | cmazur@goldenrams.com |
| Jennifer Goldberg | Parent | Highlands SHS | jgoldberg@goldenrams.com |
| Bobbi Neese | Board Member | Highlands SD | bneese@goldenrams.com |

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)

| |
|---|
| Improvement and Planning Activity |
| The district will focus on attendance data. A school attendance officer with a background in social work was hired during the 2020-2021 school year. This position works to identify students at risk and connect families with resources. Attendance data is reviewed weekly to identify at-risk students. |
| During the 2022-2023 school year, the High School Special Education teachers will receive training on case management and the importance of early warning indicators through a review of earned credits. |
| The Highlands School District is in the process of creating career pathways that will allow for expanded curriculum and course offerings aligned with student transition goals. |

Drop Out (Indicator 2)

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| Improvement and Planning Activity |
| The district will focus on attendance data. A school attendance officer with a background in social work was hired during the 2020-2021 school year. This position works to identify students at risk and connect families with resources. Attendance data is reviewed weekly to identify at-risk students. |
| During the 2021- 2022 school year, special education teachers received training on attendance procedures for students with disabilities. During the 2022- 2023 school year, they will receive training on case management and identifying students at risk. When appropriate, case managers will refer students to RENEW. Additional staff members will be sent for training on the RENEW process during the 22- 23 school year. |
| A realignment of caseloads at the high school level will allow for a focus on person-centered planning during the 2022- 2023 school year. |

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.

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Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

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School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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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 |
|-----------------|-------------------------------------|
| | |

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Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

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Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

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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 Highlands School District does not have any residential facilities within the district boundaries. In the event of a residential facility opening within the Highlands School District, the district is prepared to receive students and provide necessary services. Any student residing in the facility that is found to be exceptional will be provided appropriate educational services in the least restrictive environment. The Highlands School District will be responsible for providing the student with an appropriate program of special education and training consistent with Pennsylvania regulations and standards. The Highlands Schools District would be responsible for making decisions regarding the goals, programming, and educational placement for each student. The district would also be responsible for seeking advice from the resident school district concerning the student and keeping the resident school district informed of its plan to educate the student. All district administrators understand the obligations associated with 1306 facilities as referenced in the Basic Education Circular (BEC: Educational Programs for Students in " Non- Educational" Placements)

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

When the Highlands School District receives notice that another school district is educating a resident student under section 1306, the district first confirms residency. Next, the district acknowledges the resident student through the PDE 4605 form. This form provides appropriate documentation for funding to support the individual student's education. Finally, the Student Service Director or school psychologist attends the IEP team meetings and discharge planning meetings. The Highlands School District LEA ensures that the student's plan is calculated for the student to make meaningful educational progress in the least restrictive environment. During transition planning, building-level teams (special education and general education teachers, building administration, and counselors) become involved in the meetings to ensure all team members have input and can develop a plan for a successful transition. Upon return, a reintegration meeting is held, and the IEP is reviewed and revised as necessary.

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).
Currently, there are no facilities for incarcerated students within the Highlands School District. If a facility opened within our district, the Highlands School District would collaborate with the facility and the Allegheny Intermediate Unit. The Highlands School District would comply with the "child-find" obligations of IDEA. Additionally, the district would utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates and implement timely review or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP. The Highlands School District would ensure ongoing communication and collaboration with any facility within our geographical boundaries to ensure any incarcerated student eligible for special education services is located, evaluated, and if eligible offered a free appropriate public education.

Least Restrictive Environment

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

SE Inside Regular Class 80% Or More 2020-2021- HSD- 69.9% State- 62.1% 2019-2020- HSD- 70.3% State- 61.5% 2018-2019- HSD- 71.6% State- 61.5% 2017- 2018- HSD- 73.0% State- 62.0% The Highland School District has continued to have inclusion rates above the state average. SE Inside Regular Class < 40% 2020-2021- HSD-7.6% State- 9.8% 2019-2020- HSD-8.4% State- 9.6% 2018-2019- HSD- 9.0% State- 9.4% 2017- 2018- HSD-9.1% State- 9.3% The Highlands School District has steadily decreased the percentage of students being educated in the regular class setting less than 40% of the day. SE in Other Settings 2020-2021- HSD-9.1% State- 4.7% 2019-2020- HSD-8.2% State- 4.8% 2018-2019- HSD- 6.9% State- 4.8% 2017- 2018- HSD-5.0% State- 4.9% The Highlands School District has increased the number of students educated in other settings by (4.1 %). While the district has been over the state average for several years, a data review indicates that some of the increase is due to improved reporting procedures. The Highlands School District recognizes the need to reduce the number of students educated in Other Settings. In response to this data, the district has developed a new service delivery model for the 2022- 2023 school year to reduce reliance on placements outside of the comprehensive school setting.

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 Highlands School District has expanded its offerings to provide a full continuum of services K- 12. The district's service delivery model includes several universal practices to address all students' academic and social/ emotional needs. The Highlands School District is committed to providing a free appropriate public education in the least restrictive environment. The design of each building's schedule allows for a full continuum of services. The inclusive nature of the schedule allows each IEP team to determine through the IEP the least restrictive environment. The Highlands School District has participated in professional development and coaching on differentiated instruction and Understanding by Design. The district has a robust system of support provided and monitored through the MTSS system to address academic and social/emotional needs in tiers 1, 2, and 3. The Highlands School District also has a unique partnership with a local mental health agency that provides community-based mental health services at the elementary school. The district hopes to expand this program. Numerous community agencies support the district in supporting mental health needs. In addition, the district has a well-established SAP team that collaborates with outside providers to ensure needed support is provided. Further, staff participate and engage in a professional learning community to strengthen their capacities to address the needs of all students.

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

Each year the Highlands School District plans for curricular training and programming. A review of student data and administrative observation informs this planning. Universal design principles guide the development of academic programming. The Highlands School District is committed to providing all students an equal opportunity to succeed. The district utilizes a variety of evidence-based and research-based instructional approaches and programs in core academic areas to support participation in the general education curriculum. In addition, all students are supported in the general education curriculum with various supplemental programs and services identified through the MTSS system. Individual IEP teams utilize the Supplementary Aids and Services Toolkit (PATTAN) to identify services and supports to enable students with disabilities to participate and succeed in general education settings. The district continues to collaborate with PaTTAN, and the Allegheny Intermediate Unit (AIU3) to deliver site-based training, consultation, and technical assistance to staff. Additionally, the district contracts with outside agencies for training and support to ensure all students have access to meaningful educational opportunities.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Each IEP team discusses the meaningful participation of students with disabilities in extracurricular activities during the IEP with this question: "To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?" In addition, individual teams discuss the supplementary aids and services needed for the school day and determine the necessary support for participation in extracurricular activities. The following are examples of support an IEP team may consider: environmental needs (preferential seating or planned physical space for accessibility), level of support staff (providing paraprofessional support, providing nursing services, providing vision/hearing teacher services), specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment), pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement), accessibility to materials (use of assistive technology for accessing Braille materials), social interactions (providing social stories, peer-assisted support, intentional cooperative groups, explicit teaching of skills before the event) executive functioning (creating and reviewing a schedule of events, allowing for additional transition time, and creating organizational systems).
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?
The Highlands School District student service administrators (Student Services Director or school psychologists) attend all IEP meetings for students with disabilities that the district has placed in private institutions. During these meetings, the LEA ensures Chapter 14 compliance and, most importantly, that the student is making meaningful progress. In addition, opportunities for extracurricular participation are discussed, and any options for the student to be educated with non-disabled children are considered. Additionally, parents receive district communication regularly about extracurricular activities available within the district. The district works collaboratively with the private institutions and parents to provide the support needed for students to engage in the identified opportunities (i.e., enrollment at Forbes vo-tech school, community-based work, participation in specific district courses, and district-sponsored sports teams). When the data indicates that the student is prepared to return to a comprehensive school, the Highlands School District works closely with the family and the service provider to develop an individual reintegration plan.
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)
During the 2021- 2022 school year, the Highlands School District completed a needs assessment and closely reviewed the data. The district revised the service delivery model in response to the data gathered. Data indicated a need for a robust system of support in kindergarten, an increase in emotional support programming in the middle school, and the development of 18 to 21-year-old programming with a focus on transition skills. The district will implement these changes for the 2022-2023 school year.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---|-------------------------------|-------|----------------|-------------------------------------|---------------------------|
| The Bradley Center | Licensed Private Academic | | Bradley Center | Emotional Support | 2 |
| The Children's Institute | Approved Private School (APS) | | | Life Skills Support | 2 |
| Clelian Heights | Licensed Private Academic | | | Autistic Support | 2 |
| The Hope Center | Licensed Private Academic | | | Autistic Support | 1 |
| Merakey | Licensed Private Academic | | | Autistic Support | 1 |
| New Story | Licensed Private Academic | | | Autistic Support | 5 |
| PACE | Approved Private School (APS) | | | Emotional Support | 3 |
| PLEA | Licensed Private Academic | | | Autistic Support | 3 |
| Pressley Ridge Day School | Approved Private School (APS) | | | Blind and Visually Impaired Support | 4 |
| Pressley Ridge | Licensed Private Academic | | | Emotional Support | 3 |
| Sunrise | Licensed Private Academic | | | Life Skills Support | 3 |
| Western Pennsylvania School for the Blind | Approved Private School (APS) | | | Blind and Visually Impaired Support | 2 |
| Western Pennsylvania School for the Deaf | Approved Private School (APS) | | | Deaf and Hard of Hearing Support | 1 |
| Watson Institute WISCA | Licensed Private Academic | | | Autistic Support | 2 |
| Longmore | Licensed Private Academic | | | Autistic Support | 3 |
| Longmore | Licensed Private Academic | | | Emotional Support | 6 |

Positive Behavior Support

Date of Approval

2020-11-16

Uploaded Files

Highlands School Board Policy 113.2.pdf

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

The Highlands School District provides comprehensive services K- 12 to address the emotional and social needs of students with disabilities. Students with disabilities can access all the services provided through the PBIS system and school-based behavioral health services. Additionally, based on IEP team recommendations, special education teachers and related service providers may provide individual or small group skills-based instruction using evidence-based curriculum and instructional practices.

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

The Highlands School District is committed to approaching behavioral management with evidence-based positive approaches. Training topics for staff include functional behavioral assessments, classroom management, school-wide positive behavioral interventions, and best practices in behavioral support. All staff in the Highlands School District receive de-escalation training. Additionally, each school identifies a crisis response team trained in crisis management through Safety-Care (Quality Behavioral Services).

3. Describe the district positive school wide support programs.

As part of the MTSS (Multiple Tiered System of Supports), the Highlands School District Implements a PBIS program K- 12. The positive behavioral support policy complies with the PSBA model policy and Special Education regulations outlined in Chapter 14. This policy is posted on the district's website and is referenced in the Annual Public Notice. The Highlands School District promotes a positive behavior support model with all students. The district provides training in data collection, positive behavior support plans, and de-escalation to the appropriate staff. The district supports a proactive approach to discipline and behavioral support that emphasizes teaching skills and reinforcing appropriate behaviors. The student code of conduct and student handbooks follow these principles. School-wide and classroom-based expectations are proactive and use positive principles. The district recognizes the importance of effective communication with parents and guardians in a positive behavioral support program. The district utilizes the "Ram Reflection Room," which replaces the traditional in-school suspension room and serves as a place where students will receive support from behavior specialists through direct instruction, written reflections, and regular school work with the support of a special education teacher when appropriate. The goals of the Rams Reflection Room are to 1) Teach reflective approaches to behavior, 2) Teach empathy and social-emotional skills, 3) Foster the use of coping skills and replacement strategies, 4) Reduce the number of incidents requiring out-of-school suspensions, and 5) Reduce the number of students returning to the Rams Reflection Room. The school district utilizes a full continuum of positive behavioral techniques and collaborates with school psychologists, behavior specialists, school counselors, paraprofessionals, and outside service providers as needed for individual students

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

The Highlands School District has a robust support system for school-based behavioral health services. The district employs school counselors K- 12 who work with students, families, and school teams. Highlands School District partners with Human Services Administrative Organization (HSAO) for SAP services. Additionally, the district partners with The University of Pittsburgh Maximizing Adolescent Potentials (MAPs), for prevention services, including drug and alcohol prevention groups, youth leadership programs, loss groups, and youth vaping prevention programs. Individual counseling is available K-12 through Family Behavioral Resources (FBR) based on a referral for individual students. Highlands Elementary School partners with Every Child to provide Community and School-Based Behavioral Health (CSBBH) through "The Clubhouse." This program offers a higher level of support for students on an as-needed basis. The program supports the connection between school and community and allows for a more robust support system. All district counselors and behavioral specialists have training in Youth Mental First Aid, and the district plans to increase training for additional staff and high school students. In conjunction with the school-based liaison from Allegheny County of Behavioral Health, the Highlands School District revised its suicide prevention and response team. The district strives for open communication with all mental health service providers, including short and long-term placements.

5. Describe the district restraint procedure.

Physical management procedures (restraints) are only used when necessary for safety and with the utmost care for the safety and wellbeing of the agitated person and everyone else. Physical management procedures (restraints) must meet the following criteria: 1) There must be an imminent risk of serious harm to the agitated person or someone else, 2) There must be no other practical way to prevent that harm without physical management, and 3) The risk of not intervening must be greater than the risk of intervening. The school-based crisis teams (trained Safety Care Specialists) respond as needed and assess the situation using the above criteria. If physical management is required, the least restrictive method of restraint is applied, and an additional team member observes for safety and times the restraint. During the restraint, de-escalation methods are used. Holds are as brief as possible, and the crisis team plans for release following the (QBS) safety care procedures. A district nurse completes a brief post-incident assessment, and the family is contacted. The school team debriefs the student when appropriate. If the student has an IEP, an IEP team meeting is convened within ten days. During the IEP team meeting, the team reviews the incident, the student's positive behavioral support plan (if applicable), and IEP. The team decides if changes are needed to meet the student's needs. If the team needs additional information, the parent is given a permission to reevaluate. The district reports restraints through the RISC system. This also includes reported restraints by Approved Private and Private School entities.

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 district recognizes that it is responsible for identifying students who require intensive interagency coordination. These students are reported through the Special Education @ Home Reporting System. In addition, students who receive special education services, and are receiving homebound instruction, or whose IEP team has determined that the placement is Instruction Conducted in the Home, must be reported in this system. If the district cannot successfully locate or design a special education program to provide FAPE, the district would identify the student through the reporting system and participate in the intensive interagency process. The Highlands School District maintains open and positive relationships with the Allegheny Intermediate Unit, the Allegheny County Behavioral Health team, PaTTAN, and outside service providers. These relationships assist in the resolution of any issue impacting our students. The district is committed to expanding interagency relationships to best serve our students.

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Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| ME45 | Secondary | Full-time (1.0) | 06/28/2022 04:47 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| 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 | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| SS45 | Secondary | Full-time (1.0) | 06/29/2022 10:26 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| 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 | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|------|-----------|-----------------|---------------------|
| RM45 | Secondary | Full-time (1.0) | 06/28/2022 04:44 PM |
|------|-----------|-----------------|---------------------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| 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 | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| FF45 | Secondary | Full-time (1.0) | 06/29/2022 10:27 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 21 |
| Age Range Justification | | FTE % |
| Students do not receive instruction from the special education teacher at the same time. | | 0.2 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| 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 | 14 to 18 |
| Age Range Justification | | FTE % |
| Students do not receive instruction from the special education teacher at the same time. | | 0.36 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| CM | Secondary | Full-time (1.0) | 06/29/2022 09:47 AM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Highlands 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 % |
| Students do not receive instruction from the special education teacher at the same time. There are students in this program who are provided with vocational programming and training | | 0.7 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| NS42 | Secondary | Full-time (1.0) | 06/29/2022 10:28 AM |

| | |
|-------------------------|------------------|
| Building Name | |
| Highlands SHS | |
| Support Type | |
| Emotional Support | |
| Support Sub-Type | |
| Emotional Support | |
| Level of Support | Case Load |

| | |
|--------------------------------|--|
| Full-Time (80% or More) | 2 |
| Identify Classroom | Classroom Location Age Range |
| School District | Secondary 14 to 18 |
| Age Range Justification | FTE % |
| | 0.17 |

| | |
|--|--|
| Building Name | |
| Highlands SHS | |
| Support Type | |
| Emotional Support | |
| Support Sub-Type | |
| Emotional Support | |
| Level of Support | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | 3 |
| Identify Classroom | Classroom Location Age Range |
| School District | Secondary 14 to 18 |
| Age Range Justification | FTE % |
| Students do not receive instruction from the special education teacher at the same time. | 0.15 |

| | |
|--------------------------------|--|
| Building Name | |
| Highlands SHS | |
| Support Type | |
| Emotional Support | |
| Support Sub-Type | |
| Emotional Support | |
| Level of Support | Case Load |
| Itinerant (20% or Less) | 10 |
| Identify Classroom | Classroom Location Age Range |
| School District | Secondary 14 to 18 |
| Age Range Justification | FTE % |
| | 0.2 |

| | | | |
|---------------|---------------------------|---|----------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|----------------|

| | | | |
|------|-----------|-----------------|---------------------|
| JG43 | Secondary | Full-time (1.0) | 06/29/2022 09:48 AM |
|------|-----------|-----------------|---------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Highlands SHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 21 |
| Age Range Justification | | FTE % |
| Students do not receive instruction from the special education teacher at the same time. There are students in this program who are provided with vocational programming and training | | 0.5 |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| AM16 | Elementary | Full-time (1.0) | 06/28/2022 04:21 PM |

| | | |
|----------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands Early Childhood Center | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.23 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LO36 | Secondary | Full-time (1.0) | 06/28/2022 04:19 PM |

| | |
|--------------------------------|---------------------------|
| Building Name | |
| Highlands MS | |
| 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 |
| School District | Secondary |
| Age Range | Age Range |
| | 10 to 14 |
| Age Range Justification | FTE % |
| | 0.28 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LP35 | Secondary | Full-time (1.0) | 06/28/2022 04:15 PM |

| | |
|--|------------------|
| Building Name | |
| Highlands MS | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | 14 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.7 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| 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 | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| TB35 | Secondary | Full-time (1.0) | 06/28/2022 04:14 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 14 |
| Identify Classroom | Classroom Location | Age Range |

| | | |
|--------------------------------|-----------|--------------|
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.7 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| 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 | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.28 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LZ35 | Secondary | Full-time (1.0) | 06/28/2022 04:12 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.6 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.34 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| EC31 | Secondary | Full-time (1.0) | 06/28/2022 04:05 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|------|
| | 0.16 |
|--|------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.35 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| 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 | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| KW32 | Secondary | Full-time (1.0) | 06/28/2022 03:58 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 13 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands MS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 13 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| NR26 | Elementary | Full-time (1.0) | 06/28/2022 03:54 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 42 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.65 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| VN26 | Elementary | Full-time (1.0) | 06/28/2022 03:51 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 46 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.71 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| KR25 | Elementary | Full-time (1.0) | 06/29/2022 10:32 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands 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 | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|------|------------|-----------------|---------------------|
| AZ25 | Elementary | Full-time (1.0) | 06/29/2022 10:32 AM |
|------|------------|-----------------|---------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands 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 | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 10 |
| Age Range Justification | | FTE % |
| Students do not receive instruction from the special education teacher at the same time. | | 0.55 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| KS24 | Elementary | Full-time (1.0) | 06/27/2022 12:38 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands 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%) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.75 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| KW23 | Elementary | Full-time (1.0) | 06/27/2022 12:36 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| 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 9 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.75 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| MV22 | Elementary | Full-time (1.0) | 06/27/2022 12:29 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|------|
| | 0.25 |
|--|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| KGH11 | Elementary | Full-time (1.0) | 06/27/2022 12:23 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands Early Childhood Center | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 6 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 5 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Highlands Early Childhood Center | | |
| 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%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 5 |
| Age Range Justification | | FTE % |
| | | 0.05 |

DRAFT

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands Early Childhood Center | | 101 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 0 inches x 24 feet, 7 inches | 712sqft | 25 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands 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 |
| 24 feet, 0 inches x 46 feet, 0 inches | 1104sqft | 39 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands El Sch | | 103 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 34 feet, 0 inches | 816sqft | 29 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands El Sch | | 17 |
| 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 28 feet, 0 inches | 616sqft | 22 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands El Sch | | 115 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 16 feet, 0 inches x 22 feet, 0 inches | 352sqft | 12 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| 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 # |
| Highlands El Sch | | 206 |
| 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 | | |
| 2022-06-29 | | |
| 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 # |
| Highlands El Sch | | 208 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 11 feet, 0 inches x 23 feet, 0 inches | 253sqft | 9 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands El Sch | | 205 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 12 feet, 0 inches | 288sqft | 10 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| Uploaded Files |
| |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands MS | | 163 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 21 feet, 0 inches x 32 feet, 0 inches | 672sqft | 24 |
| Implementation Date | | |
| 2022-06-29 | | |
| Uploaded Files | | |
| | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands MS | | 207 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 21 feet, 0 inches x 21 feet, 0 inches | 441sqft | 15 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands MS | | 243 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 18 feet, 0 inches x 22 feet, 0 inches | 396sqft | 14 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| 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 # |
| Highlands MS | | 234 |
| 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 21 feet, 0 inches | 693sqft | 24 |
| Implementation Date | | |
| 2022-06-29 | | |
| Uploaded Files | | |
| | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands MS | | 226 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 26 feet, 0 inches x 14 feet, 0 inches | 364sqft | 13 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 # |
| Highlands SHS | | A109 |
| 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 |
| 18 feet, 0 inches x 33 feet, 0 inches | 594sqft | 21 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| 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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands SHS | | B124 |
| 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 |
| 24 feet, 0 inches x 22 feet, 0 inches | 528sqft | 18 |
| Implementation Date | | |
| 2022-06-29 | | |
| Uploaded Files | | |
| | | |

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 | |

| | | |
|-------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands SHS | | B124 |
| 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 |
| 0 feet, 0 inches x 0 feet, 0 inches | 0sqft | 0 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 | | No |
| The class is located where noise will not interfere with instruction | | No |
| The class is located only in space that is designed for purposes of instruction | | No |
| The class is readily accessible | | No |
| The class is composed of at least 28 square feet per student | | No |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands SHS | | A205 |
| 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 |
| 24 feet, 0 inches x 18 feet, 0 inches | 432sqft | 15 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| 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 # |
| Highlands SHS | | C236 |
| 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 |
| 23 feet, 0 inches x 34 feet, 0 inches | 782sqft | 27 |
| Implementation Date | | |
| 2022-06-29 | | |
| Uploaded Files | | |
| | | |

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 | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Highlands SHS | | F169 |
| 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 |
| 28 feet, 0 inches x 21 feet, 0 inches | 588sqft | 21 |
| Implementation Date | | |
| 2022-06-29 | | |
| Uploaded Files | | |
| | | |

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 # |
| Highlands SHS | | A104 |
| 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 |
| 29 feet, 0 inches x 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-29 | | |

| |
|-----------------------|
| Uploaded Files |
| |

20Assurance 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 # |
| Highlands SHS | | F161 |
| 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 |
| 58 feet, 0 inches x 28 feet, 0 inches | 1624sqft | 58 |
| Implementation Date | | |
| 2022-06-29 | | |
| 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 | |

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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 | 2 | District Wide | District |
| Paraprofessionals | 21 | District Wide | District |
| Physical Therapist | 1 | District Wide | Contractor |
| Occupational Therapist | 5 | District Wide | Contractor |
| Guidance Counselor | 6 | District Wide | Contractor |
| Behavior Specialist | 4 | District Wide | Contractor |

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Special Education Personnel Development

Autism

| Description of Training | | | |
|---|--------------------|---|--|
| Evidence- Based Practicies and Interventions for Students with Autism Spectrum Disorder | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1x per year | District Intermediate Unit PaTTAN | Building Administrators Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|--|--------------------|-----------------------------|---|
| Augmentative and Alternative Communication | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 per year | Intermediate Unit PaTTAN | Paraprofessionals Special Education Teachers |

Positive Behavior Support

| Description of Training | | | |
|--------------------------------------|--------------------|------------------|--|
| Deescalation Training- Safety Care | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours | 3 | District | Building Administrators General Education Teachers Paraprofessionals |

| | | | |
|--|--|--|----------------------------|
| | | | Special Education Teachers |
|--|--|--|----------------------------|

| | | | |
|---|---------------------------|-------------------------|--|
| Description of Training | | | |
| Safety Care Training (Crisis Team Members) | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 12 hours | At least one per year | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| | | | |
|--|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Understanding Behaviors through Functional Behavioral Assessment | | | |
| Lead Person/Position | | Year of Training | |
| Angela Kennedy and Rebecca Keenan/ School Psychologists | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | District | Special Education Teachers |

Paraprofessional

| | | | |
|--------------------------------------|---------------------------|-------------------------|-------------------|
| Description of Training | | | |
| CPR and First Aid Training | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022-2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 hours | 1x per year | Other | Paraprofessionals |

| | | | |
|--|--|--|----------------------------|
| | | | Special Education Teachers |
|--|--|--|----------------------------|

| | | | |
|--|---------------------------|-------------------------|-------------------|
| Description of Training | | | |
| Presuming Competence and Increasing Independence | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022-2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2x per year | | Paraprofessionals |

Transition

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Transition Training Indicator 13 and 14 | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 hours | 2x per year | District PaTTAN | Special Education Teachers |

| | | | |
|--------------------------------------|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Person Centered Planning | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours | 2 per year | | |

Science of Literacy

| | | | |
|--------------------------------------|------------------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Wilson Training | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 (minimum) | At least 1 (depending curriculum) | Other | Special Education Teachers |

| | | | |
|--------------------------------------|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| LETRS Training (Reading Cohort) | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2023- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7 | 8 | | Special Education Teachers |

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Implementation of Evidence- Based Assessment and Instruction in reading | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1x per year | District | Special Education Teachers |

Parent Training

| | | | |
|---|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Understanding the Process and Purpose of 504s and IEP | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours per training | 3 | District | Parents |

| | | | |
|--|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Understanding and Responding to Maladaptive Behavior | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours per training | 3 | District | Parents |

| | | | |
|--------------------------------------|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Promoting Healthy Lifestyle Choices | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022- 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours per training | 3 | District Other | Parents |

| | |
|--------------------------------------|-------------------------|
| Description of Training | |
| Transition Planning for Families | |
| Lead Person/Position | Year of Training |
| Amber Dean/ Student Service Director | 2022- 2025 |

| Hours Per Training | Number of Sessions | Provider | Audience |
|----------------------|--------------------|----------|----------|
| 2 hours per training | 3 | District | Parents |

IEP Development

| Description of Training | | | |
|--------------------------------------|--------------------|------------------|---|
| Using the IEP as an Instruction Tool | | | |
| Lead Person/Position | | Year of Training | |
| Amber Dean/ Student Service Director | | 2022-2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 hours per training | 2 times per year | District | Building Administrators Special Education Teachers |

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Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

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