

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 232  
School District Total Student Enrollment 987  
Percent of Students Receiving Special Education 23.5

## Steering Committee

Name	Position/Role	Building	Email
Mary Agnes Kratz	Director of Special Education	Northwest Area SD	maryagnes.kratz@nasdedu.com
Joseph Long	Superintendent	Northwest Area SD	joseph.long@nasdedu.com
Ryan Miner	Building Principal	Northwest Area SD	ryan.miner@nasdedu.com
Daniel Yarnell	Building Principal	Northwest Area SD	daniel.yarnell@nasdedu.com
Tara Biller	Board Member	Northwest Area SD	tara.biller@nasdedu.com
Jackie Mondell	Other	Northwest Area SD	jaclyn.mondell@nasdedu.com
Lisa Cooke	Special Education Teacher	Northwest Area SD	lisa.cooke@nasdedu.com
Andrew Hanadel	General Education Teacher	Northwest Area SD	andrew.hanadel@nasdedu.com
Sierra Sutliff	Special Education Teacher	Northwest Area Intermediate Sch	sierra.sutliff@nasdedu.com
Sarah Herchik	Special Education Teacher	Northwest Area Primary Sch	sarah.herchik@nasdedu.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)

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)

<b>Improvement and Planning Activity</b>
The NASD has reviewed the current options available to identified students in grades 7-12. Rather than resource classes(identified students only) in Reading, Math and English , individualized by the grade level case manager, additional scheduling options will be available within the regular education curriculum, which will provide opportunities for success, while allowing the students the opportunity to receive instruction in a regular education classroom. Criteria for placement has been reviewed, specifically at the grade 6 level where placement options for the grade 7 program are generated. The administrative team, including the Elementary and Secondary principals, guidance counselors and Special Education case managers will meet to discuss the placement/scheduling options to best meet the student need and in which the student will be successful. This plan will hopefully increase the current percentage of identified students inside the regular education classroom from 54.1% to the State Rate of 62.1%.
The NASD consistently reviews the progress of identified students who attend programs outside of the district. Students who attend either career program, LIU programming or neighboring district programming do participate in the regular education environment. Only those students who attend licensed private schools, based upon their specific need, do not attend class with their regular education peers. The NASD rate of 9.5% is reduced as of this academic year but

continues to exceed the state rate of 4.7%. Prior to the end of this school year, the NASD will convene an IEP meeting for each student in a licensed private school placement to determine if that student continues in that placement or has demonstrated significant progress to begin the transition to district programming. Our small overall population (under 1000) does effect the percentage of identified students.

Training by the LIU staff on the topics of differentiation, progress monitoring, Autism, emotionality and de-escalation has been provided to faculty and staff and will be on-going in the district process to increase the percentage of time identified students spend in regular education . This training will also prepare faculty and staff for the transition of district students from out of district placements, which in turn will assist the district in meeting the state rate. The addition of an elementary Emotional Support classroom has allowed students to remain in district, when their need can be supported in a regular education building. Future planning includes Autistic Support programming in district.

### 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

Corrective Action	Improvement and Planning Activities
FSA 11 -LRE	<p>All case managers have been provided the guidelines for calculating the educational environment of an identified NASD student. The educational environment for each identified student was recalculated to ensure consistency and uniformity in the calculation process. Emphasis in this review was placed on the total hours each student spends in a regular education classroom per day as well as the total hours in a typical school day. Identified students who attend programming outside the district were placed in one building. Each IEP has been reviewed for a student who attends either career and technical school as well as LIU programming and neighboring district programming to confirm the percentage of each school day these students spend in the regular education environment. The one building placement for all identified students who attend programming outside the district, unfortunately misrepresented the time these students receive instruction in a regular education classroom. This error is in the process of being corrected. The PIMS data has been updated to reflect the percentage of time each student spends in regular education. Only those students who attend licensed private schools and specialty schools such as the Scranton School for the Deaf have no access to their regular education peers. In addition, within the high school setting, additional course offerings within the Agriculture curriculum are now available to our students as well as new courses such as Introduction to Disabilities have been added to the course offerings for all students. The transition process from grade six to grade seven has been reviewed and updated so there is increased opportunities for identified students, entering the high school program, to be enrolled in classes with their regular education peers. On site training opportunities have been expanded through the district (Coffee Shop) and LIU programming. Work study opportunities have been substantially increased in cooperation with the Work Study Programs at WSCTC and WBCTC. The hours of Work Study are now being calculated as regular education hours. Continued progress to include identified students at the Elementary level is reflected in the percentages of the students from both the emotional support and life skills programs, who now attend regular education classes, with their same age peers. The State Rate for Inside the regular education classroom is 62.1%. The NASD Rate is slightly below at 54.1%. The NASD meets the Target Rate for inside the regular education classroom 40%. The State Rate for Other Settings is 4.7% while the NASD Rate is 9.5%. The district is consistently evaluating students placed outside the district for a level of progress in order to begin the transition process. The total population of under 1000 students does cause a higher percentage of identified student placement.</p>
FSA-17-Public School Enrollment	<p>The NASD administrative team has increased its efforts at both the elementary and secondary buildings to develop a tiered system of intervention. Unfortunately with the events of the past two years, the plans have not accelerated as quickly as the team had originally hoped. However, the positive news is that at the elementary level, the Child Study process is now formalized. Regular education teachers are now required to trial and document multiple accommodations for each student concern rather than requesting an evaluation to determine if the student qualifies for special education services as the first and/or only response. Differentiation training has been provided to the regular education population and specifically to certain grade level teachers who have requested it or have been selected by administration due to their population. Tiered interventions are now provided 30 minutes per day in Language Arts and Math at all elementary grade levels. At the secondary level, the Professional Learning Community (PLC) is more strongly emphasized than in the past. Each grade level team meets 1x/6 day cycle to discuss students of concern, strategies trialed, data pertaining to success/failure as well as a plan moving forward. Data from PSSA, PVAAS and Aims Web are analyzed to determine areas of need. Tiered tutoring is now offered 3 days per week, following the last period of the day. Study Skills classes have been formalized into the schedules of students who demonstrate a need.</p>





## 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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Huntington Creek Recovery Center	Drug & Alcohol Treatment Center		Other	15 students/4 with IEPs

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 NASD does provide the educational program for students, including students with disabilities who are placed in the Huntington Creek Recovery Center . The NASD ensures the provision of a "free appropriate public education" for eligible students with Individualized Education Plans(IEPS) accordance with the Individuals with Disabilities Education Act(IDEA). During the period of time in which a student is enrolled in the Huntington Creek Recovery Center, the district sends teachers to the facility daily, during the assigned school time, to work with students on their educational programming. The district requests copies of the existing IEP documentation ,which the NASD implements to the best of their ability, in an effort to ensure that the appropriate services are being provided to the student. Upon enrollment at the Huntington Creek Recovery Center, the home district is notified that the district is aware of the student identification as a special needs student. However, a barrier to the implementation of the IEP is often the lag time from the time the records are requested to the time they are received by the NASD, despite the efforts by the members of the 1306 facility and the district team. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the NASD will attempt to work with Huntington Creek Recovery Center to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the Huntington Creek Recovery Center, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. If a student at the Huntington Creek Recovery Center enrolls with an out of state implemented IEP, the NASD will issue a NOREP, along with a Permission to Evaluate/Prior Written notice (PTE/PWN) to allow the district to conduct an initial evaluation to assist in determining if the student qualifies for and is in need of specially designed instruction under IDEA and Pennsylvania Chapter 14 regulations.

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

The 1306 facility communicates with the district when a new student is enrolled and when a student is being discharged, Administrators from both the home district and the district (NASD) in which the 1306 facility is located, work together to share all pertinent information regarding a student's progress in preparation for the transition to the home district. The method of instruction is also discussed and implemented based upon this administrative conversation. Some districts prefer the student to complete all assignments online where as others prefer paper and pencil completion with email submission to the home district. This is often the case when the home district or judicial body has restricted online usage. in some instances a student is discharged from the Huntington Creek Recovery Center to a new facility without communication to the NASD.



## 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 NASD 80% inside of regular education is 54.1% while the state percentage is 62.1%. The district administrative team has begun to further develop class options for identified students that are not resource classes(identified students only). It is important to the district that these additional scheduling options provide opportunities for success at the student's instructional level, but not limit the student access to the regular education curriculum. The criteria for student placement transitioning from the elementary program to the secondary program is being examined to ensure that students who are recommended for more intensive programming are being referred, based upon academic strength and need, not attendance and failure to complete given assignments. Differentiation strategies are being addressed in individual, group and induction sessions. The NASD(9.5%) has met the state target (9.8%) in students within regular education less than 40%. The NASD is above the state target with identified students who attend programming outside the district. The district, according to the 2020 date has 9.5% of its identified population attending out of district programming while the state target is 4.7%. It is important to note that the NASD is an extremely small district with its' total population less than 1000 students. Out of district students attended LIU programs, neighboring district programs and licensed private school programs to meet the need for students who are identified with Autism, Emotional Disturbance, Hearing and Credit Recovery. The NASD continues to monitor all students who participate in out of district programming to ensure that the programming meets the current need and that when ready, the transition planning to return the identified student to the district occurs in a timely manner. All district students, who attend programming outside of the district, with the exception of those in licensed private schools, are included in regular education for a varying percentage of the school day, depending on their placement. All students who attend either WSCTC or WBCTC are enrolled in regular education shops. Neighboring district programs and LIU programs include the NASD students, with their same age peers to the maximum extent possible.

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

The NASD works closely with PaTTAN, our local intermediate unit (LIU18), neighboring school districts and licensed private schools in our area, as well as a variety of outside agencies to provide training consultation, and technical assistance to faculty, staff and administration. Members of the NASD faculty and staff have received training in the following areas: Dynamic Indicators of basic Early Literacy Skills(DIBELS); Multi-tiered Support Services(MTSS); School-wide Positive Behavior Support(PBIS); Truancy elimination, and Student Assistance (SAP), as well as academic training in a nationally normed progress monitoring tool (Aimsweb), and the Wilson Reading program.

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 NASD works closely with PaTTAN, our local intermediate unit (LIU18), neighboring school districts and a variety of outside agencies to provide training, consultation and technical assistance to faculty, staff and administration. The trainings include: various progress monitoring tools, differentiation, the importance of documentation and parent engagement, the implementation of each IEP, specific training in IDEA/Chapter 14, co-teaching strategies, the role of the para professional, transition, Autism, Functional Behavior Analysis(FBA), Social-Emotional Learning(SEL), Google Platform, Virtual Learning, Safety Care and student engagement.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The NASD provides various supplementary aids and services to ensure meaningful participation of students with disabilities with extracurricular activities. These include modified practice/instruction time, peer buddy, adult mentor, specialized transportation, as well as communication devices and referrals to



outside activities and/or supports, The NASD students participate in the Special Olympics, the LIU Field Day Program, the Serendipity Therapeutic Riding Center, the YMCA Swimming Program and local art and bowling centers.

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 NASD has worked closely with the administrative teams as well as individual case managers where our identified students attend school to ensure that everyone is aware of the district calendar of events. With the recent upgrade of technology within the district, each NASD family receives a daily update from the district App, entitled "What's New", which details daily events, extracurricular activities, sports information etc. Efforts by the NASD include modified instruction/instruction time, additional supports at activities, specialized transportation, as well as communication devices.

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 NASD has continually added to the continuum of services now offered in the district and district operated. Speech and language therapy as well as Occupational Therapy services are provided to our district students by professionals employed by the district rather than an outside agency. The number of students who require physical therapy services is small so that service is provided by a LIU 18 employee. The same has been true of Social Work services, although following the challenges of the past two years, we have expanded our contract for social work services to 3 days per week. The majority of identified students who attend a licensed private school are identified with a need for either emotional or autistic support. The district does maintain both an elementary and secondary emotional support program in district, however the need of the students placed outside the district ,exceeds the ability of the district program to provide an opportunity for individual student success. The NASD will continue to look to create and improve current programming to provide a continuum of services in district while reducing the number of students who are in out of district placements.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Graham Academy	Licensed Private Academic		SESI-Specialized Education Services Suite 210 150 Rouse Blvd Philadelphia, PA 19112	Autistic Support	6.5
New Story Wyoming	Licensed Private Academic		New Story LLC-2 Village Square Suite 210 Baltimore, Maryland 21210-1624	Emotional Support	6
Lighthouse Academy	Other	LIU Program	Luzerne Intermediate Unit 18	Emotional Support	3

Scranton School for the Deaf/Hard of Hearing	Licensed Private Academic		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
Kennedy Center	Other	LIU Program	Luzerne Intermediate Unit	Autistic Support	1
Hanover Green Elementary	Other	Public School	Hanover Area School District	Autistic Support	2
Lake Noxen Elementary	Other	Public School	Lake Lehman School District	Learning Support	1
Partial Hospitalization @WBAHS	Other	LIU	Luzerne Intermediate Unit	Emotional Support	1.5
Cori's Place	Other		Tara Gwilliam	Life Skills Support	1
Wilkes-Barre Area Career and Technical Center	Other	Regular Education Shop-Career Center	Sending District Board of Directors	Learning Support	8-1/2 day Shop Program
West Side Career and Technical Center	Other	Regular Education Shop-Career Center	Sending District Board of Directors	Learning Support	5
Benton Area School District	Other	Agricultural Shop	Benton Area School District	Learning Support	2
Pittston Middle School	Other		Luzerne Intermediate Unit	Emotional Support	1
Hazleton High School/Cyber	Other		Hazleton Area School District	Emotional Support	1
Personalized Academy of Learning	Other		Luzerne Intermediate Unit	Learning Support	1
New Story -Berwick	Licensed Private Academic		New Story LLC-Village Square Suite 210 Baltimore, Maryland 21210-1624	Emotional Support	2
Instruction in the Home	Other		NASD/Functional Connections	Autistic Support	1

## Positive Behavior Support

Date of Approval

2012-06-20

Uploaded Files

Behavior Support Policy.pdf

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

The NASD maintains a current policy on behavior support services. The NASD believes that whenever possible, an identified student should be educated in the least restrictive environment. Only when the nature and severity of the disability prevents satisfactory success in the regular education classroom, with supplemental aids and services, would the district consider placement other than the least restrictive environment. A Functional Behavior Analysis (FBA) is conducted for any identified student who displays behaviors that interfere with learning. A positive behavior support plan is developed from the results of the FBA and is implemented, as stated, in the daily plan for the student. The identification, evaluation and implementation of a positive behavior support plan is the district's attempt to guarantee that the identified student is treated in a positive manner and in a manner free from the use of unreasonable restraint. The use of restraint is utilized as a last resort, only after de-escalation techniques have been implemented and found to be unsuccessful.

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.

A member of each grade level team, as well as all members of each building's Crisis team, attend Safety Care training, provided by a trained LIU18 instructor, for both their initial certification and recertification as required. For example: LIU18 records indicate that 19 NASD employees have participated in Safety Care initial or recertification training so far this year. A trained SAP team is located in each building. Recent in-service training to all staff has been devoted to de-escalation techniques, suicide prevention training and emotional trauma. Safe to Say training has been provided to students and staff in the district as well as continued emphasis of the initial warning signs of social emotional issues.

3. Describe the district positive school wide support programs.

Students are introduced to the PBIS Program at the Primary School beginning in their Kindergarten school year. Students are taught behavior expectations through their Kindergarten, 1st and 2nd grade school years. The mission is to find our students being respectful, (R) academic, (A) noble, (N) goal-oriented, (G) empowered (E) and responsible (R)-RANGER in and out of the classroom. Examples of positive behaviors include: being kind and helping others, performance/improvement in the classroom, being respectful to their peers, setting goals for themselves and taking care of their classroom and school. Students earn points that are turned in at the RANGER store on the last Friday of the month. Students can purchase tangible school related prizes and/or school privileges that they can earn during the school day. The Intermediate School continues PBIS through the R.A.N.G.E.R. system. This system includes all of the evidence-based practices associated with PBIS, including establishing universal expectations, teaching those expectations, acknowledging students for demonstrating positive behavior and using data to drive decision making. At NASD, a student must possess the following characteristics: Respectful: full of, characterized by or showing politeness or deference Academic: a person who is academic in background, attitudes, methods Noble: of an exalted moral or mental character or excellence Goal-oriented: a person who has clear direction or focus toward a particular endeavor Empowered: a person

of power or authority Responsible:accountable for something within one's power This acronym provides the guiding principles for the entire PBIS system. Students accumulate points and can shop at the school store one time per month. Lunch with a teacher, ability to be in the front of the line and sitting in the principal's chair are very popular. The Life Skills classroom improves their functional skills by reading and filling the PBIS orders and then delivering each order to the student homerooms. The high school program is less formal but maintains the PBIS principles/RANGER through the 200 Club which rewards a student for doing something good.

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

The NASD has a Student Assistance Worker(SAW) available to all district students through Northeast Counseling throughout the school day. This individual helps to identify students who may need MH services. She meets with identified students at risk to assess their needs. She may refer for services directly or attempt to resolve the problem with brief, supportive counseling. She may also act as a liaison with the district for students in treatment. The SAW attends all SAP meetings ,completes initial assessment referrals for students, family members as well as school personnel. Group counseling, support groups, psychoeducation on topics ranging from mental health to drug and alcohol, family intervention and summer activity programs are provided by the SAW. A Psychotherapist, employed by NE Counseling is available to the NASD students at both the elementary and secondary levels. She is responsible to provide individual, family and group psychotherapy. She is a member of the multidisciplinary treatment team who has the responsibility to develop and execute treatment plans, review and revise treatment objectives and act as a resource for district staff. The NASD has a licensed Social Worker available to both elementary and secondary students for individual and group sessions.

5. Describe the district restraint procedure.

NASD considers the use of restraints as a last resort. A restraint is only used when other less restrictive measures, including de-escalation techniques, have been attempted. If de-escalation techniques have been attempted and have been unsuccessful, then a restraint is utilized to prevent a crisis. Only trained staff can perform a restraint. Once completed, the parent is notified. The data is input into the Restraint Reporting System(RISC) and either a waiver is signed and input with that report or an IEP meeting is held , with that result included as part of the restraint report. Most restraints for the NASD occur in placements outside the district where students attend to meet their social emotional need. Each restraint is reported to the district immediately , with the proper reporting tool. The LEA for the NASD then inputs the information, including the type of restraint, the length of the restraint, the number of staff involved, their specific method of training and the follow-up needed into the Restraint Reporting System .(RISC)

## 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 NASD maintains one student on Instruction in the Home. When there are 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 educational placement, the efforts of the district, PaTTAN, PDE, (Autism) Children's Service Center, the Luzerne County Child and Adolescent Service System Program(CASSP) as well as a local agency, Functional Connections, a develop programs to meet the student need. CASSP ensures that the services needed for a student are developed in collaboration with the student, family, mental health system, the district and all other agencies involved in the student's life.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR1234	Multiple	Full-time (1.0)	02/28/2023 12:42 PM

<b>Building Name</b>		
Northwest Area 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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Speech and Language Teacher for three buildings. Students are grouped by grade level for group instruction .		0.17

<b>Building Name</b>		
Northwest Area 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)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Speech and Language Teacher for three buildings . Students are placed by grade level fro group instruction. r		0.34

<b>Building Name</b>
Northwest Area 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)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TS1234	Elementary	Full-time (1.0)	02/27/2023 01:48 PM

<b>Building Name</b>		
Northwest Area 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The Life Skills Classroom is grades 3-6		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS1234	Elementary	Full-time (1.0)	02/27/2023 01:50 PM

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The ES classroom is grades 3-6		0.06

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The ES classroom is grades 3-6		0.1

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The ES classroom is grades 3-6		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH	Secondary	Full-time (1.0)	02/27/2023 01:41 PM

<b>Building Name</b>		
Northwest Area 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%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The Life Skills classroom is grades 7-12t		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK1234	Secondary	Full-time (1.0)	02/27/2023 01:31 PM

<b>Building Name</b>		
Northwest Area 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The ES program is grades 7-12		0.2

<b>Building Name</b>		
Northwest Area 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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The ES program is grades 7-12		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JM1234	Secondary	Full-time (1.0)	02/27/2023 01:26 PM

<b>Building Name</b>		
Northwest Area 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Northwest Area 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PW1234	Secondary	Full-time (1.0)	02/27/2023 01:23 PM

<b>Building Name</b>
Northwest Area 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Northwest Area 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DK1234	Secondary	Full-time (1.0)	02/27/2023 01:20 PM

<b>Building Name</b>		
Northwest Area 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)		6
<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>
		0.12

<b>Building Name</b>		
Northwest Area 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%)		10
<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>
		0.5

<b>Building Name</b>		
Northwest Area HS		
<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	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LC1234	Secondary	Full-time (1.0)	02/27/2023 01:16 PM

<b>Building Name</b>		
Northwest Area 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)		6
<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>
		0.12

<b>Building Name</b>		
Northwest Area 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%)		7
<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>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF1234	Secondary	Full-time (1.0)	02/27/2023 01:50 PM

<b>Building Name</b>		
Northwest Area 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)		6
<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>
		0.12

<b>Building Name</b>		
Northwest Area 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%)		14
<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>
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC1234	Secondary	Full-time (1.0)	02/27/2023 01:05 PM

<b>Building Name</b>		
Northwest Area 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Northwest Area 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%)		7
<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>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS1234	Elementary	Full-time (1.0)	02/27/2023 12:57 PM



<b>Building Name</b>		
Northwest Area 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SS1234	Elementary	Full-time (1.0)	02/27/2023 12:52 PM

<b>Building Name</b>		
Northwest Area 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MM1234	Elementary	Full-time (1.0)	02/27/2023 12:49 PM

<b>Building Name</b>		
Northwest Area 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)		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>
		0.06

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RH1234	Elementary	Full-time (1.0)	02/27/2023 12:45 PM

<b>Building Name</b>		
Northwest Area 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Northwest Area Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SH1234	Elementary	Full-time (1.0)	02/27/2023 12:39 PM

<b>Building Name</b>		
Northwest Area 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Northwest Area Primary Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Northwest Area Primary Sch		109
<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>
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2023-02-28		
<b>Uploaded Files</b>		
Floor Plans.pdf		

### 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>
Northwest Area Intermediate Sch		112
<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 36 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area Intermediate Sch		114
<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>
12 feet, 0 inches x 26 feet, 0 inches	312sqft	11
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area Intermediate Sch		119
<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>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area Intermediate Sch		125
<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>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2023-02-28		
<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	

Building Name		Room #
Northwest Area HS		215
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2023-02-28		
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	

<b>Building Name</b>		<b>Room #</b>
Northwest Area HS		211
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		AV-1
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		104
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 22 feet, 0 inches	330sqft	11
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		124B
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 29 feet, 0 inches	435sqft	15
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		209
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 17 feet, 0 inches	442sqft	15
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		Therapy Suite
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 17 feet, 0 inches	442sqft	15
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area Intermediate Sch		130
<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>
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area Intermediate Sch		113
<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>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2023-02-28		
<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	

Building Name		Room #
Northwest Area Intermediate Sch		113B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12
Implementation Date		
2023-02-28		
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	

<b>Building Name</b>		<b>Room #</b>
Northwest Area HS		108
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-02-28		
<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>
Northwest Area HS		103
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-02-28		
<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	

## Special Education Support Services

### 18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	Contractor
Transition Coordinator	1	Secondary	Contractor
Paraprofessionals	6	Elementary	District
Paraprofessionals	11	Secondary	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	Contractor
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Guidance Counselor	2	Secondary	District
Other	1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District

## Special Education Personnel Development

### Autism

Description of Training			
Autism			
Lead Person/Position		Year of Training	
LIU18-Tina Gelso			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Early Intervention Transition for Students Identifies with Autism			
Lead Person/Position		Year of Training	
District LEA			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Parents Paraprofessionals

### Positive Behavior Support

Description of Training			
Positive Behavior Supports			
Lead Person/Position		Year of Training	
LIU18-Lynn Ziller			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
Suicide Loss :Debriefing, Self Care& Prevention for School Staff			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU18-Sue Kuhl			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Role of the Paraprofessional/Inclusive Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tina Gelso/George Butwin			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
CPR			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Online and the District Nurse			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

5	2	District Other	Paraprofessionals
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<b>Description of Training</b>			
Mandated Reporter			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District LEA			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

### Transition

<b>Description of Training</b>			
Transition Opportunities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Cara Devine			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Science of Literacy

<b>Description of Training</b>
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Reading Program Options/ Wilson Reading			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Loriann Hoffman			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Transition Opportunities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Cara Devine			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
The Expansion of transition opportunities in district			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District LEA			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

## IEP Development

Description of Training			
IEP Development			
Lead Person/Position		Year of Training	
Cara Devine/Tina Gelso/George Butwin			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Paraprofessionals Special Education Teachers

## Signatures & Affirmations

Approval Date

2023-04-19

Uploaded Files

Affirmation Statement.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

Joseph Long

Date

2023-03-28



