



Northern York County School District
Special Education Plan Report
7/1/2023 – 6/30/2026

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 546
School District Total Student Enrollment 3323
Percent of Students Receiving Special Education 16.4

Steering Committee

Name	Position/Role	Building	Email
Steven Kirkpatrick	Superintendent	Northern York County SD	skirkpatrick@northernnyork.org
Matthew Meakin	Director of Curriculum	Northern York County SD	mmeakin@northernnyork.org
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Troy Sauer	Building Principal	Northern MS	tsauer@northernnyork.org
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Marc Anderson	General Education Teacher	Northern HS	manderson@northernnyork.org
Elisabeth McLean	Board Member	Northern York County SD	emclean@northernnyork.org
Christy Kreiger	Parent	Northern York County SD	christykreiger@comcast.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

2. 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.)

If the District were a host district, we would fully comply with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education to all eligible school-age individuals housed therein. Specifically, school districts providing special education services are required to: 1. Comply with the "child-find" obligation of IDEA; 2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of children identified under Public School Code 1306; 3. Implement timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; 4. Provide FAPE in conformity with the IEP by certified special education staff members; 5. Host district will maintain contact with the resident district on student progress and transition plans moving forward; and 6. Students will receive services from certified special education staff.

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

Northern York County School District utilizes representatives to take part in interagency meetings and care team meetings to keep a pulse on each of our students placed in 1306 facilities. As part of these teams, we are aware of when students are ready to transition and how to support them. Once a student is ready to transition, an IEP meeting is held with family, District staff, and facilities staff to ensure a transition that meets the needs of the student in an appropriate educational environment. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, 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.

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

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

When determining where a student will be educated, Northern York County School District (NYSCD) utilizes a variety of options to best meet the individual student's needs. For the majority of students, the placement options include the regular classroom (Itinerant), a special education classroom for part of the day (Supplemental), or a special education classroom for the majority of the day (Full-Time). In Northern York County School District, we utilize the guiding practice of Least Restrictive Environment (LRE) decision making to determine the best placement for each student. Consideration in the regular classroom is the starting point. This practice is known as inclusion. Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education. According to the 2021-2022 Special Education Data Report, Northern York County School District's placement where students were inside regular education class was 69.4 which was significantly higher than the state average of 61.8. Students receiving special education inside regular class between 20 and 40% was 9% which was slightly below the state average of 9.9%. For SE in other settings, Northern York's percentage of 5.1% was slightly higher than the state average of 4.4%. The Northern York County School District does house two intermediate unit autism classrooms in its district and NYSCD students make up 75% of the enrollment. Although these students are enrolled within their home school district, they still are factored in the other setting numbers. For the 2023-2024, NYSCD is transferring the entity of these two classrooms back to the district which will help address our percentage of students in other settings. The 2021-2022 percentages aren't much different than the percentages for the 2020-2021 school year (69.4% Inside Regular Ed 80% or more, 10.6% inside regular education 20-40%, and 3.6 in other settings). The one outlier is the percentage in other settings which was addressed above. The district's percentage inside of regular class 80% increased slightly which validates our desire to place students in the LRE. Determining the probability of the educational benefits of each placement option is an important part in LRE decision making. When determining proper educational placement, the NYSCD takes into consideration several factors such as the student's present levels of academic and social functioning, individual needs and goals, specially designed instruction needs and related services. To guide placement decisions and ensure placement in the LRE, the IEP team uses the LRE questions in the DE approved IEP document. Placement decisions are thoughtfully made on an individual basis by each student's IEP team. The LEA Representative ensures that all team members participate in placement decisions. The above procedures apply to all Northern York County School District students in District buildings or in programs operated by private institutions, private schools or the intermediate unit.

3. 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?

NYSCD views Multi-Tiered Support System (MTSS) as a valuable model in identifying students eligible for special education services because of its emphasis on early intervening and research-based intervention for students at academic or behavioral risk. Data from the District's MTSS process is part of the analysis, synthesis, and recommendations used for evaluation, identification, eligibility, and program planning. At this time, the District continues to refine its MTSS implementation at the elementary level with beginning stages of implementation at the middle and high school levels. The District has developed a multi-tier assessment and intervention model where each tier provides a greater degree of intensive and supportive intervention and assessment based on student's needs. Team determination can be made about Tier 3 time being extended and substituted for additional Core instructional time or other subject areas, depending on student learning needs. While the District continues to refine implementation of MTSS, data gathered from interventions at

Tiers 1, 2, and 3 help provide timely evidence-based interventions, influence instructional decisions, rule out exclusionary factors (e.g., experience, behavior, health, attendance), and provide multiple methods of data collection to be considered as part of a comprehensive evaluation when determining eligibility and need. The use of MTSS data and a strengths and weaknesses process approach as part of the psychoeducational evaluation helps to maximize the accuracy of identification and lead to more effective individualized interventions for our students. The Northern York County School district supports the mandate of Least Restrictive Environment (LRE) for the education of its exceptional students in program planning and implementation. The school district supports the practice of early identification and evaluation of each thought to be exceptional student. The district plans for and implements a continuum of programs and services to provide instructional support to students found to be in-need-of assistance in order to benefit from regular education programs to the maximum extent possible. Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special educational staff, involved agency representatives, educational specialists, other persons involved with the student and when appropriate, the student. The school district is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction and in the adaptation of materials to meet the needs of our students. NYCSD students receive a full complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, and transition services. Many students are transported from their schools daily to participate in work experiences, both within the district and in the community.

All schools in Northern York County School District have implemented School Wide Positive Behavior Programs. These School Wide Positive Behavior Support Programs have had a positive impact on school wide behavior. Below is a summary of each buildings School Wide Positive Behavior Programs:

Northern High School:

Currently, School-Wide Positive Supports in place at Northern High School include the Miranda Club and Aavidum. The Miranda Club, advised by a High School Counselor, exists in order to orient new students to Northern High School. Aavidum, a club supported by our school counselors, meets during our Flex period. The initial focus of the group was to provide a place for students to find connections among their peers. Aavidum is a Greek word that means "I've got your back." Northern High School launched its bullying program in the 2012-13 school year. Students composed multiple "Bullying Bill of Rights" statements during their government classes. Below was voted the winner by a school-wide student body vote, and has been placed on page 1 of the student handbook in each subsequent year.

We the students of the Northern Nation, declare to maintain a positive attitude in the school atmosphere and to truly live as one unified student body. We will consider and respect each other as equals and celebrate each person's unique opinions and differences. Throughout the school year, we pledge to treat others as we would want to be treated. As one student body, we have NO TIME to degrade, disrespect or judge one another. I pledge to support the concepts in the Preamble statement and will do my best to support the concepts in the student Bill of Rights for Northern High School.

I, _____, pledge to:

1. Treat others as I wish to be treated.
2. Respect the opinions, beliefs and ideas of others; just because they are different than mine doesn't mean they are wrong.
3. Stand up for others who can't do so for themselves.
4. Refrain from cyber bullying in any form: texting, tweeting, posting to Facebook, Snap Chat, Instagram, and other forms of social media yet to be invented.
5. Put others' feelings before my own and think before I speak.

Special assemblies, leadership workshops, advisory lessons, the formation of a positive school-wide student-mentoring program, parent workshops, and general bully prevention measures are also in place.

During the 2018-2019 school year, the High School was introduced to the Safe to Say Something program. This is an online (anonymous) way for students to report school issues. All students were trained in how to use this program. The district continues to utilize this program.

In addition, the 2021-22 school year saw the completion of the Youth Truth Survey by students at Northern High School. This survey helps us continue to reflect on the important topics such as student engagement, rigor, relationships, belonging, school safety, culture, college and career readiness, and emotional and mental health. We met with a group of students, teachers, counselors, and administrators to analyze and discuss the data. We've given the survey along with other similar student feedback surveys every year since.

Lastly, we changed our schedule during the 2022-2023 school year to add a Flex period at the end of the day on days 1-4. The Flex period has many purposes, but one of the main purposes is to add to the feeling of belonging for our students. Students can pick activities which interest them or join classrooms which have programs aimed at improving the culture of our building. A few of these programs or activities are Community Service Club and School Improvement Club.

Northern Middle School:

At Northern Middle School, we use a School-wide Positive Behavior Program. Students are encouraged to be Prepared, to Achieve, to show Willingness, and to have Self-Control. Any adult that interacts with the students are able to give them PAWS. This is a slip of paper recognizing their behavior. Students are then able to deposit the PAWS into a fishbowl in their Team Leader's classroom. Each month, names are drawn for students to receive prizes such as gift cards or elevator passes. Every student with PAWS in the fishbowl receives a trinket for recognition. In addition to the PAWS incentive, Northern Middle School teaches character Random Acts of Kindness power words Respect, Caring, Inclusiveness, Integrity, Responsibility, and Courage. Each month, students are taught a character trait from the book. During the monthly awards assemblies, one student from each team is recognized for displaying the habit trait taught. Northern Middle School continues to encourage students to be positive, contributing members of the school and each other.

Northern Elementary:

In order for students to be successful they must have clear understanding of expectations and procedures. Consistent modeling, practice and accountability are necessary; therefore, the first few weeks of the school year are devoted to ensuring clear communication and practice of school wide expectations. Explicit modeling of classroom and building routines, which include instructional and daily procedures, are a part of this building wide expectation. The schoolwide framework is captured in this faculty digital newsletter: <https://www.smores.com/zg7c9>.

Communication of school-wide expectations provided via:

- Daily Tier 1 modeling and practice within classroom instructors (across all settings).
- Grade Level Meetings facilitated by school administrator in mini-assemblies focused on School Safety, Student Responsibility and the Power Words: Respect, Caring, Inclusiveness, Integrity, Responsibility and Courage.
- Live School Wide Family Meetings facilitated by school administrator and held via Microsoft Teams to provide feedback on evidence of positive response to expectations. Students craft and present “Looks like” vignettes/videos to model specific school procedures.
- Classroom Family Meetings facilitated daily by teacher focusing on Future Ready Citizenship (Power Words) and building Rapport, Relationships, School Safety and Student Responsibility.

Our school focuses on three expectations with students in all settings: buses, classrooms, halls, playground and lunch. School Wide Rules are posted in all building settings, with classroom instructors defining Looks Like/Sounds Like charting within classrooms. The three expectations are:

- Be Safe
- Be Respectful
- Be Responsible

Schoolwide Positive Behavior: Specific expectations are provided for staff working within the building, providing explicit guidelines for building settings in an effort to ensure that all staff have the same expectations of students. At the beginning of each year, students engage in 10 days of Leadership Academy with classroom instructors, defining further what these expectations look like in the various settings and then practicing the appropriate procedures with staff in each area. This practice supports students as they make connections to the common expectations, learn to model appropriate behaviors and take responsibility for their choices in meaningful ways. Parents are pivotal to the social and behavioral success of their children. They are asked to discuss the following at home:

1. Students cannot threaten to harm anyone or say something that will scare others, even if they do not mean it. We want to ensure that the adults and children in our school continue to feel respected and safe.
2. Additionally, it is important to discuss with children that any item that may potentially bring harm (intentionally, or unintentionally) to others (i.e. screwdriver, pocket knife, etc.) is not permitted on school property. These items violate school policy and require follow-through of district protocol.
3. Further review District-Wide Expectations that include: Bully Prevention Policy, Bus and Transportation Rules/Procedures and Code of Conduct.

The school uses several methods for supporting, rewarding and fueling positive behavior.

TIER 1: (Classroom) Each classroom teacher introduces, teaches, practices and reinforces the school rules in place. Students are informed of the logical consequences (positive and negative) and individual/classroom rewards (i.e. extra recess, preferred activity, lunch with an adult, apprenticeship of their choice, first in line, etc that accompany behavior. VISUAL SYSTEMS for K-5 classrooms include:

TIER 1: (Classroom) Each classroom teacher uses an INCENTIVE TICKET (NES Leads) program to reward expected behavior. This system permits students to use the tickets earned to participate in classroom auctions, tying in strategy (saving all tickets for larger items), support (sharing tickets with a friend), and celebration (all students experience success.)

TIER 1: (Building-Wide) Polar Posts (postcards) are written to students PERSONALLY COMMUNICATING pride, gratitude and acknowledgement of positive choices and actions, individual progress and/or overall success. Staff write posts to any student (not just homeroom students)- this includes all school staff, including paraprofessionals, cafeteria, custodians, etc. This is paired with our Profile of a Graduate tenets: Communication, Collaboration, Critical Thinking, Creativity, Competence, Conscientious, Contributing, Courageous.

TIER 1: (Building-Wide) All staff in the building, (including custodians, cafeteria, bus drivers) re-enforce positive response to school expectations by handing out NES Leads (tickets). Students place their NES Leads tickets into grade level bins for weekly drawings.

TIER 1: (Classroom) Students engage in crafting INDIVIDUAL STRENGTH GOALS for personal focus. Classroom instructors confer with students to provide feedback, students track their progress on their chosen goals and reflect on strategies/successes leading to end of marking periods.

TIER 2: (Across School Setting) Individual Behavior Plans/Contracts are crafted identifying specific student targets within any/all school settings. Communication between home/school. Adult-Student processing. Classroom and/or School Counselor positive reinforcement geared to student generated list of positive re-enforcers.

TIER 3: (Across School Setting) Individual Behavior Plan with specific targets identified within any/all school settings.

Paired related services (social skills/guidance), processing with adult/student, communication between home/school. Student goal setting. Classroom and School Counselor positive reinforcement geared to student generated list of positive re-enforcers. Connection Cards are additionally used to increase adult-student rapport with individuals who present as needing more positive contact by others throughout the day. Adult and High School mentors are frequently assigned to support students with confidence, SEL, connection needs.

Establishing/Maintaining/Flourishing a Safe/Secure Learning Environment:

Our school infuses the programs: Random Acts of Kindness, Leadership and the Olweus Bully Prevention Program within all school activities and events. These programs are united through each year's building theme (voted upon by students: 2009- Gratitude, 2010- Generosity, 2011- Grace, 2012- Joy, 2013- Peace, 2014- Love, 2015- Strength, 2016- Hope, 2017- Creativity, 2018- Courage, 2019- Cheer, 2020- 2020- Imagination, 2021- Community, 2022- Positivity) which serves as a launching pad for our school's motto: Lead by Example.

Building healthy and positive relationships remain the core focus of all interactions amongst staff and students. Units of study in the Random Acts of Kindness program are unpacked in daily classroom family meetings. Power words frame daily goals and provide common language for all persons in the school setting. Northern Elementary operates through the Trauma Sensitive Lens by embedding Trauma Sensitive Strategies, with intervention and supports prioritized regardless of student identification or special services. Staff focus on building relationships, connecting with students outside their homerooms, and leading by example. Staff welcome students at classroom doors and hallways daily, conduct family meetings, connect outside of school, and identify and refer students who present with greater need. Classrooms are equipped with calming toolkits and calm spots for students to access as they choose. These practices are taught and practiced as strategies that are healthy and appropriate. Mindfulness is embedded with morning mantras that center student and faculty focus on positive, active steps for learning and leading.

A monthly 8C's tenet is integrated into family meetings, classroom activities and highlighted in the hallways or cafeteria via a building wide event and/or activity.

Our Olweus Bully Prevention Program is sustained through (all) certified staff, faculty discussion meetings, an OBPP Guiding Committee that meets monthly, and a Building Wide launch that integrates Building Theme and Leadership/Character Development. The school uses several methods for instructing, practicing and reteaching positive behavior:

TIER 1: (Building-Wide) School Assemblies and Televised Building Wide Family Meetings that center on school expectations, safety, areas of noted improvement and/or need, and opportunity for reflection and revision.

TIER 1: (Classrooms) Random Acts of Kindness Classroom Family Meetings that occur every day (15 minutes). These meetings focus on School Power Words, Bully Prevention Instruction, Role-Playing, debriefing, problem solving and team building.

TIER 1: (Classrooms) 10 School Counselor Lessons with the School Counselor. These lessons (30 minutes) focus on the Character Pillars, 8C tenets, Social/Emotional Skills and Strategies that strengthen positive behavior and targets that directly support Building Expectations and Bully Prevention.

TIER 1:(Classrooms) Classroom instructors process individually or in small groups with students demonstrating need, offering strategies to support, giving feedback on choices made, and seeking student insight on next steps (ownership) for remedying concerning behaviors. Student reflection sheet completed together during this time, identifying behavior and crafting a plan for supporting change.

TIER 2: (Small Groups) Guidance or Emotional Support Groups: small groups that focus on social skills development addressing various targets

TIER 3: (Individuals) Guidance or Emotional Support Groups: individual sessions that focus on social skills development addressing various targets.

TIER 2: (Individuals) School staff process with student on repeated behaviors, establish a plan and complete a staff referral to confer with parent/guardian. This home-school conference provides increased communication and intervention to support change of behavior. Outcomes of this referral include, school staffing to further support student, behavior plan/contract, additional personnel to provide insight/direction on best steps to support student.

TIER 3: (Individuals) School Administrator: individual sessions with students to process choices, impact on others, impressions made, problem solving, and rebuilding relationships. These sessions are held with student at lunch in a strength-based capacity. Administrative Referral results from a Level 3 action (physical aggression, weapon in school, bullying behaviors evidenced) OR a Staff Referral (behavior) that has not been remedied with interventions in place. Outcomes of this referral include, school staffing or child study meeting with parent/guardian, additional personnel including behavior specialist, psychologist, and increased home supports.

South Mountain Elementary:

At South Mountain Elementary, we have a schoolwide positive behavior (SWPBS) recognition system that aligns with our building theme. Our 2022-23 building theme is SME: On a RIDE to Success. Our positive behavior program focuses on how our students can RIDE to success in our school community. Students RIDE to success by being: Respectful Is always safe Dependable Excited to learn In the beginning of the year, our teachers and staff model what it means to RIDE to success in multiple areas of the building, such as the classroom, cafeteria, hallway, at recess, and on the bus. Posters share the expectations around the school community. Moreover, these school expectations are reinforced in our schoolwide building theme kickoff assembly in September. They are also emphasized throughout our SME news daily television broadcast.

South Mountain students are recognized when they go above and beyond by receiving a RIDE ticket. These tickets are distributed by any staff member. The student places the RIDE ticket into a basket in the main office. At the end of every week, 4-5 names are selected from the basket. These students are recognized on the school news broadcast.

In addition to our schoolwide positive behavior program, SME has implemented a schoolwide House System. Students and staff belong to one of four houses: Quantum (Respect), Amicitia (Kindness), Honestus (Honesty), and Integritas (Integrity). Students earn points for their house by receiving the RIDE tickets mentioned above. At the conclusion of the marking period, the house with the most house points earns a special mystery incentive. In addition, students have completed collaborative activities with their houses such as learning a house cheer.

Dillsburg Elementary:

The staff at Dillsburg Elementary completed an initial MTSS/PBIS survey during the 2021-2022 school year and worked together to create the following school-wide guidelines through the acronym ROAR. These traits were taught to students at the beginning of the 2022-2023 school year and reviewed continually throughout the school year.

R - Respectful

O - Optimistic

A – Always Safe

R - Responsible

These guidelines were taught through the use of looks like/sounds like matrix charts for each area of the building: classroom, hallway, bathroom, cafeteria, recess, bus and are reiterated throughout the year with mini-lessons and reminders during school wide assemblies. This is also reviewed monthly by several committees as well as full faculty and staff to determine if lessons need re-taught or expectations need reviewed. Students are positively rewarded for using the ROAR attributes through receiving Golden Tickets. There are a limited number of Golden Tickets handed out each week for distribution. Classroom teachers receive golden tickets and other staff members including office staff, cafeteria staff, bus drivers, custodians, aides, receive Golden

Tickets on a rotating basis throughout the month to also hand out and reward students. If students receive a Golden Ticket, they get their picture taken for social media, a positive phone call home is made, their name is displayed on the front lobby bulletin board, and they are celebrated publicly at our monthly assemblies. Data is collected on who receives Golden Tickets and why they are received. Should a student not be following ROAR and need a consequence, progressive levels of consequences are enforced and reported through the online referral system in Sapphire.

Teachers have outlined teacher managed behaviors and consequences as well as office managed behaviors and consequences. Teachers input referrals for review by building principal. These referrals are reviewed monthly and students who receive multiple referrals can be referred to our MTSS Advanced Tier Team for further review and collaboration with multiple staff members and families.

Wellsville Elementary:

Bear Cubs of Character is a program that encourages Wellsville Elementary students to make good decisions and to demonstrate positive character traits in our school and in our community. The character trait is introduced by the principal on WE-TV, broadcast studio, school wide. Each month a character is shared/explained by the guidance counselor in an assembly. During the assembly students are introduced to the topic, complete an activity, and also ask questions. Students have an opportunity to practice this trait throughout the month.

- Teachers are encouraged to discuss the character trait in their class when appropriate.
- Each month teachers will nominate a student who exemplified the character trait of focus. The student will receive a certificate and have their photo taken for publication.
- Nominated students will be recognized on WE-TV
- Nominated students select a prize from the prize bin.

The school has developed a ROAR Matrix and at least twice a year the teacher takes students around the school to model for students how to meet daily expectations of a Polar Bear. The ROAR matrix is posted around the building as a visual reminder and support for students taking accountability. R.O.A.R stands for Respect, Opportunities for Ownership, Achievement and Attitude, and Responsibility. The teacher will rotate to the cafeteria, bus, playground, hallways, bathroom, classrooms, dismissal, and gym discussing ROAR expectations in these areas. Students who meet daily behavior expectations are given a ROAR ticket that has a portion to go home to families commending the child for their good choice and a portion that is entered in a weekly drawing for recognition on WE-TV and select a prize for our ROAR bin. All the ROAR tickets earned are then displayed on a bulletin board and if students have earned a ROAR ticket for the first semester, then they receive a principal reward, such as a movie and snack. If the school receives a selected amount of ROAR tickets by the end of the year, the whole school would receive a reward to be determined by leadership vote and supported by the PTO.

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

Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special educational staff, involved agency representatives, educational specialists, other persons involved with the student and when appropriate, the student. The Northern York County School District is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction and in the adaptation of materials to meet the needs of our students. NYCS D students receive a full complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, and transition services. Many students are transported from their schools daily to participate in work experiences, both within the district and in the community.

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

All students being served within the NYCS D, including those students who have IEPs requiring supplemental supports, have the opportunity to interact with their same-aged peers. The level of interaction is determined individually through the IEP process. All students in the District participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with their regular education peers on the playground, at recess, in the cafeteria, and at assemblies or special programs. All students receive information regarding club, team, and extracurricular opportunities within the district. Special education teachers and administration collaborate with coaches and club advisors regarding any accommodations and modifications that would be necessary for active student participation. The NYCS D started participating in the Unified Bocce program and has inquired about starting a unified track team. The district will continue to seek out opportunities for all our students that allow them to showcase their talents and skills.

6. 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?

A decisions for placement of a student out of the District is made by the individual IEP teams, based upon student need. The District provides a full continuum of options to meet the needs of its students. These supports are individualized and specific to the student. The District collaborates and plans with the Western Region Consortium in order to provide services to students in the least restrictive environment. The Northern York County School District may seek placement outside of the regular school setting when a student's needs cannot be met with supplementary aids, supports, and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an adventure-based program for a brief period of time to address emotional or behavioral needs. The District's Director of Students Services and/or Assistant Director of Student Services participates in all IEP meetings (Annual and/or Revisions) for students who are placed outside of the district. Each IEP team discusses the student's readiness to return to the home school. It is a complete team effort in developing a transition plan to

successfully implement the student's return to the District. Students who are placed in out-of-district placements are welcomed to participate in district-run activities. Students are notified of such opportunities through email correspondence, viewing the district website, parent contacts when necessary, and social media posts. If a student who is attending an out-of-district placement indicates that he/she would like to participate in a district run-extracurricular activity, the district provides the student with the necessary transportation and coordinates the details to provide a successful experience.

7. 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)

Since the last comprehensive plan, the district has annually reviewed the needs across the district to improve and support students in the educational setting. In an effort to support students in their home buildings, the District has increased special education staff, added a social worker, and continues to adjust the programs to match the needs. Program enhancements during the 2022/2023 school year included 6-12 Intensive Learning Support, additional vendors for Autism, and a continual emphasis on keeping students in their home school buildings. The district projects additional programmatic services during the 2023/2024 school year to include 2 transfer of entity IU autistic classrooms, supplemental emotional support for grades 9-12, and the expansion of adventure activities for our elementary students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock	Licensed Private Academic		River Rock	Emotional Support	5
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	4
Shepherdstown Elementary	Other	District	Mechanicsburg Area School District	Life Skills Support	3
Elmwood Elementary School	Other	District	Mechanicsburg Area School District	Life Skills Support	1
South Middleton Boiling Springs High School	Other	District	South Middleton School District	Multiple Disabilities Support	1
Big Spring Middle School	Other	District	Big Spring School District	Multiple Disabilities Support	3
Project Search	Other	District	CAIU 15	Life Skills Support	1
Hilltop Academy	Other	IU	CAUI 15	Emotional Support	7
CAIU Dillsburg	Other	District/IU	CAIU 15	Autistic Support	6
Yellow Breeches Middle School	Other	CAIU/District	CAIU 15	Autistic Support	1
CAIU South Mountain	Other	CAIU/District	CAIU 15	Autistic Support	5
Vista	Approved Private School (APS)		Vista	Autistic Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	8
Devereux	Approved Private School (APS)		Devereux	Emotional Support	1
Pediatric Specialty Care at Lancaster	Other	District	Lancaster City School District	Multiple Disabilities Support	1

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Positive Behavior Support

Date of Approval
2020-12-20

Uploaded Files

Behavior Support Policy 113.2.pdf

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

Northern York County School District provides a variety of supports and services to meet the emotional and social needs of students. Below outlines the programmatic pieces in place within the District to support students:

1. The district employs three school psychologists and a school social worker with all appropriate certifications to assist in the education of district staff in strategies and behavioral management.
2. The district employs nine school counselors who meet with students with low-level social and behavioral concerns.
3. The district operates emotional support programs at both the itinerant and supplemental levels across all grade levels. Emotional Support teachers also assist in supporting regular education staff in the management and implementation of behavior support plans.
4. All special education teachers have been trained in the proper development of positive behavior plans based upon functional behavioral assessments developed by the school psychologists or Licensed BCBA support staff and supported by emotional support teachers.
5. The District invites IBHS staff and behavior specialists from social service agencies to meet with students throughout the school day in the school environment. In addition, school staff maintains a working relationship with probation officers assigned to students. Our social worker provides coordination of care services when additional agencies are involved with students so that the school participates as a piece of the larger team for a student.
6. We utilize York County's CASSP representative to provide community support to parents.
7. The district utilizes the Student Assistance Program (SAP) process at middle and high school levels. Students are referred by students, staff, parents, or students can make a self-referral. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members must include teachers, administrators, school nurse, and school counselors. School psychologists and school social workers also participate on these teams. The team meets to discuss referrals and make recommendations.
8. All new staff is trained during the induction process with a focus on effective classroom management, de-escalation strategies, and positive behavior support through instruction.
9. Select and specific staff are trained annually in Safe Crisis Management to prevent the use of Emergency Safety Physical Interventions and to support the use of them in extreme cases where they are needed.

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

The District utilizes the de-escalation strategies and restraint techniques of the nationally recognized Safe Crisis Management. The District has 3 certified members to provide training to Northern Staff members across all grade levels. Additionally, during the 2021/2022 school year teachers have been provided with the opportunity to participate in professional development sessions related to trauma informed care, effective classroom management, and de-escalation. For the 2023-2024 school year, all staff members will receive the theory portion of Safe Crisis Management to understand behaviors, de-escalation techniques, and effective management techniques.

3. Describe the district positive school wide support programs.

All schools in Northern York County School District have implemented School Wide Positive Behavior Programs. These School Wide Positive Behavior Support Programs have had a positive impact on school wide behavior. Below is a summary of each buildings School Wide Positive Behavior Programs:

Northern High School:

Currently, School-Wide Positive Supports in place at Northern High School include the Miranda Club and Aavidum. The Miranda Club, advised by a High School Counselor, exists in order to orient new students to Northern High School. Aavidum, a club supported by our school counselors, meets during our Flex period. The initial focus of the group was to provide a place for students to find connections among their peers. Aavidum is a Greek word that means "I've got your back." Northern High School launched its bullying program in the 2012-13 school year. Students composed multiple "Bullying Bill of Rights" statements during their government classes. Below was voted the winner by a school-wide student body vote, and has been placed on page 1 of the student handbook in each subsequent year.

We the students of the Northern Nation, declare to maintain a positive attitude in the school atmosphere and to truly live as one unified student body. We will consider and respect each other as equals and celebrate each person's unique opinions and differences. Throughout the school year, we pledge to treat others as we would want to be treated. As one student body, we have NO TIME to degrade, disrespect or judge one another. I pledge to support the concepts in the Preamble statement and will do my best to support the concepts in the student Bill of Rights for Northern High School.

I, _____, pledge to:

1. Treat others as I wish to be treated.
2. Respect the opinions, beliefs and ideas of others; just because they are different than mine doesn't mean they are wrong.
3. Stand up for others who can't do so for themselves.
4. Refrain from cyber bullying in any form: texting, tweeting, posting to Facebook, Snap Chat, Instagram, and other forms of social media yet to be invented.

5. Put others' feelings before my own and think before I speak.

Special assemblies, leadership workshops, advisory lessons, the formation of a positive school-wide student-mentoring program, parent workshops, and general bully prevention measures are also in place.

During the 2018-2019 school year, the High School was introduced to the Safe to Say Something program. This is an online (anonymous) way for students to report school issues. All students were trained in how to use this program. The district continues to utilize this program.

In addition, the 2021-22 school year saw the completion of the Youth Truth Survey by students at Northern High School. This survey helps us continue to reflect on the important topics such as student engagement, rigor, relationships, belonging, school safety, culture, college and career readiness, and emotional and mental health. We met with a group of students, teachers, counselors, and administrators to analyze and discuss the data. We've given the survey along with other similar student feedback surveys every year since.

Lastly, we changed our schedule during the 2022-2023 school year to add a Flex period at the end of the day on days 1-4. The Flex period has many purposes, but one of the main purposes is to add to the feeling of belonging for our students. Students can pick activities which interest them or join classrooms which have programs aimed at improving the culture of our building. A few of these programs or activities are Community Service Club and School Improvement Club.

Northern Middle School:

At Northern Middle School, we use a School-wide Positive Behavior Program. Students are encouraged to be Prepared, to Achieve, to show Willingness, and to have Self-Control. Any adult that interacts with the students are able to give them PAWS. This is a slip of paper recognizing their behavior. Students are then able to deposit the PAWS into a fishbowl in their Team Leader's classroom. Each month, names are drawn for students to receive prizes such as gift cards or elevator passes. Every student with PAWS in the fishbowl receives a trinket for recognition. In addition to the PAWS incentive, Northern Middle School teaches character Random Acts of Kindness power words Respect, Caring, Inclusiveness, Integrity, Responsibility, and Courage. Each month, students are taught a character trait from the book. During the monthly awards assemblies, one student from each team is recognized for displaying the habit trait taught. Northern Middle School continues to encourage students to be positive, contributing members of the school and each other.

Northern Elementary:

In order for students to be successful they must have clear understanding of expectations and procedures. Consistent modeling, practice and accountability are necessary; therefore, the first few weeks of the school year are devoted to ensuring clear communication and practice of school wide expectations. Explicit modeling of classroom and building routines, which include instructional and daily procedures, are a part of this building wide expectation. The schoolwide framework is captured in this faculty digital newsletter: <https://www.smores.com/zg7c9>.

Communication of school-wide expectations provided via:

- Daily Tier 1 modeling and practice within classroom instructors (across all settings).
- Grade Level Meetings facilitated by school administrator in mini-assemblies focused on School Safety, Student Responsibility and the Power Words: Respect, Caring, Inclusiveness, Integrity, Responsibility and Courage.
- Live School Wide Family Meetings facilitated by school administrator and held via Microsoft Teams to provide feedback on evidence of positive response to expectations. Students craft and present “Looks like” vignettes/videos to model specific school procedures.
- Classroom Family Meetings facilitated daily by teacher focusing on Future Ready Citizenship (Power Words) and building Rapport, Relationships, School Safety and Student Responsibility.

Our school focuses on three expectations with students in all settings: buses, classrooms, halls, playground and lunch. School Wide Rules are posted in all building settings, with classroom instructors defining Looks Like/Sounds Like charting within classrooms. The three expectations are:

- Be Safe
- Be Respectful
- Be Responsible

Schoolwide Positive Behavior: Specific expectations are provided for staff working within the building, providing explicit guidelines for building settings in an effort to ensure that all staff have the same expectations of students. At the beginning of each year, students engage in 10 days of Leadership Academy with classroom instructors, defining further what these expectations look like in the various settings and then practicing the appropriate procedures with staff in each area. This practice supports students as they make connections to the common expectations, learn to model appropriate behaviors and take responsibility for their choices in meaningful ways. Parents are pivotal to the social and behavioral success of their children. They are asked to discuss the following at home:

1. Students cannot threaten to harm anyone or say something that will scare others, even if they do not mean it. We want to ensure that the adults and children in our school continue to feel respected and safe.
2. Additionally, it is important to discuss with children that any item that may potentially bring harm (intentionally, or unintentionally) to others (i.e. screwdriver, pocket knife, etc.) is not permitted on school property. These items violate school policy and require follow-through of district protocol.
3. Further review District-Wide Expectations that include: Bully Prevention Policy, Bus and Transportation Rules/Procedures and Code of Conduct.

The school uses several methods for supporting, rewarding and fueling positive behavior.

TIER 1: (Classroom) Each classroom teacher introduces, teaches, practices and reinforces the school rules in place. Students are informed of the logical consequences (positive and negative) and individual/classroom rewards (i.e. extra recess, preferred activity, lunch with an adult, apprenticeship of their choice, first in line, etc that accompany behavior. VISUAL SYSTEMS for K-5 classrooms include:

TIER 1: (Classroom) Each classroom teacher uses an INCENTIVE TICKET (NES Leads) program to reward expected behavior. This system permits students to use the tickets earned to participate in classroom auctions, tying in strategy (saving all tickets for larger items), support (sharing tickets with a friend), and celebration (all students experience success.)

TIER 1: (Building-Wide) Polar Posts (postcards) are written to students PERSONALLY COMMUNICATING pride, gratitude and acknowledgement of positive choices and actions, individual progress and/or overall success. Staff write posts to any student (not just homeroom students)- this includes all school staff, including paraprofessionals, cafeteria, custodians, etc. This is paired with our Profile of a Graduate tenets: Communication, Collaboration, Critical Thinking, Creativity, Competence, Conscientious, Contributing, Courageous.

TIER 1: (Building-Wide) All staff in the building, (including custodians, cafeteria, bus drivers) re-enforce positive response to school expectations by handing out NES Leads (tickets). Students place their NES Leads tickets into grade level bins for weekly drawings.

TIER 1: (Classroom) Students engage in crafting INDIVIDUAL STRENGTH GOALS for personal focus. Classroom instructors confer with students to provide feedback, students track their progress on their chosen goals and reflect on strategies/successes leading to end of marking periods.

TIER 2: (Across School Setting) Individual Behavior Plans/Contracts are crafted identifying specific student targets within any/all school settings. Communication between home/school. Adult-Student processing. Classroom and/or School Counselor positive reinforcement geared to student generated list of positive re-enforcers.

TIER 3: (Across School Setting) Individual Behavior Plan with specific targets identified within any/all school settings.

Paired related services (social skills/guidance), processing with adult/student, communication between home/school. Student goal setting. Classroom and School Counselor positive reinforcement geared to student generated list of positive re-enforcers. Connection Cards are additionally used to increase adult-student rapport with individuals who present as needing more positive contact by others throughout the day. Adult and High School mentors are frequently assigned to support students with confidence, SEL, connection needs.

Establishing/Maintaining/Flourishing a Safe/Secure Learning Environment:

Our school infuses the programs: Random Acts of Kindness, Leadership and the Olweus Bully Prevention Program within all school activities and events. These programs are united through each year's building theme (voted upon by students: 2009- Gratitude, 2010- Generosity, 2011- Grace, 2012- Joy, 2013- Peace, 2014- Love, 2015- Strength, 2016- Hope, 2017- Creativity, 2018- Courage, 2019- Cheer, 2020- 2020- Imagination, 2021- Community, 2022- Positivity) which serves as a launching pad for our school's motto: Lead by Example.

Building healthy and positive relationships remain the core focus of all interactions amongst staff and students. Units of study in the Random Acts of Kindness program are unpacked in daily classroom family meetings. Power words frame daily goals and provide common language for all persons in the school setting. Northern Elementary operates through the Trauma Sensitive Lens by embedding Trauma Sensitive Strategies, with intervention and supports prioritized regardless of student identification or special services. Staff focus on building relationships, connecting with students outside their homerooms, and leading by example. Staff welcome students at classroom doors and hallways daily, conduct family meetings, connect outside of school, and identify and refer students who present with greater need. Classrooms are equipped with calming toolkits and calm spots for students to access as they choose.

These practices are taught and practiced as strategies that are healthy and appropriate. Mindfulness is embedded with morning mantras that center student and faculty focus on positive, active steps for learning and leading.

A monthly 8C's tenet is integrated into family meetings, classroom activities and highlighted in the hallways or cafeteria via a building wide event and/or activity.

Our Olweus Bully Prevention Program is sustained through (all) certified staff, faculty discussion meetings, an OBPP Guiding Committee that meets monthly, and a Building Wide launch that integrates Building Theme and Leadership/Character Development. The school uses several methods for instructing, practicing and reteaching positive behavior:

TIER 1: (Building-Wide) School Assemblies and Televised Building Wide Family Meetings that center on school expectations, safety, areas of noted improvement and/or need, and opportunity for reflection and revision.

TIER 1: (Classrooms) Random Acts of Kindness Classroom Family Meetings that occur every day (15 minutes). These meetings focus on School Power Words, Bully Prevention Instruction, Role-Playing, debriefing, problem solving and team building.

TIER 1: (Classrooms) 10 School Counselor Lessons with the School Counselor. These lessons (30 minutes) focus on the Character Pillars, 8C tenets, Social/Emotional Skills and Strategies that strengthen positive behavior and targets that directly support Building Expectations and Bully Prevention.

TIER 1:(Classrooms) Classroom instructors process individually or in small groups with students demonstrating need, offering strategies to support, giving feedback on choices made, and seeking student insight on next steps (ownership) for remedying concerning behaviors. Student reflection sheet completed together during this time, identifying behavior and crafting a plan for supporting change.

TIER 2: (Small Groups) Guidance or Emotional Support Groups: small groups that focus on social skills development addressing various targets

TIER 3: (Individuals) Guidance or Emotional Support Groups: individual sessions that focus on social skills development addressing various targets.

TIER 2: (Individuals) School staff process with student on repeated behaviors, establish a plan and complete a staff referral to confer with parent/guardian. This home-school conference provides increased communication and intervention to support change of behavior. Outcomes of this referral include, school staffing to further support student, behavior plan/contract, additional personnel to provide insight/direction on best steps to support student.

TIER 3: (Individuals) School Administrator: individual sessions with students to process choices, impact on others, impressions made, problem solving, and rebuilding relationships. These sessions are held with student at lunch in a strength-based capacity. Administrative Referral results from a Level 3 action (physical aggression, weapon in school, bullying behaviors evidenced) OR a Staff Referral (behavior) that has not been remedied with interventions in place. Outcomes of this referral include, school staffing or child study meeting with parent/guardian, additional personnel including behavior specialist, psychologist, and increased home supports.

South Mountain Elementary:

At South Mountain Elementary, we have a schoolwide positive behavior (SWPBS) recognition system that aligns with our building theme. Our 2022-23 building theme is SME: On a RIDE to Success. Our positive behavior program focuses on how our students can RIDE to success in our school community. Students RIDE to success by being: Respectful Is always safe Dependable Excited to learn In the beginning of the year, our teachers and staff model what it

means to RIDE to success in multiple areas of the building, such as the classroom, cafeteria, hallway, at recess, and on the bus. Posters share the expectations around the school community. Moreover, these school expectations are reinforced in our schoolwide building theme kickoff assembly in September. They are also emphasized throughout our SME news daily television broadcast.

South Mountain students are recognized when they go above and beyond by receiving a RIDE ticket. These tickets are distributed by any staff member. The student places the RIDE ticket into a basket in the main office. At the end of every week, 4-5 names are selected from the basket. These students are recognized on the school news broadcast.

In addition to our schoolwide positive behavior program, SME has implemented a schoolwide House System. Students and staff belong to one of four houses: Quantum (Respect), Amicitia (Kindness), Honestus (Honesty), and Integritas (Integrity). Students earn points for their house by receiving the RIDE tickets mentioned above. At the conclusion of the marking period, the house with the most house points earns a special mystery incentive. In addition, students have completed collaborative activities with their houses such as learning a house cheer.

Dillsburg Elementary:

The staff at Dillsburg Elementary completed an initial MTSS/PBIS survey during the 2021-2022 school year and worked together to create the following school-wide guidelines through the acronym ROAR. These traits were taught to students at the beginning of the 2022-2023 school year and reviewed continually throughout the school year.

R - Respectful

O - Optimistic

A – Always Safe

R - Responsible

These guidelines were taught through the use of looks like/sounds like matrix charts for each area of the building: classroom, hallway, bathroom, cafeteria, recess, bus and are reiterated throughout the year with mini-lessons and reminders during school wide assemblies. This is also reviewed monthly by several committees as well as full faculty and staff to determine if lessons need re-taught or expectations need reviewed. Students are positively rewarded for using the ROAR attributes through receiving Golden Tickets. There are a limited number of Golden Tickets handed out each week for distribution. Classroom teachers receive golden tickets and other staff members including office staff, cafeteria staff, bus drivers, custodians, aides, receive Golden Tickets on a rotating basis throughout the month to also hand out and reward students. If students receive a Golden Ticket, they get their picture taken for social media, a positive phone call home is made, their name is displayed on the front lobby bulletin board, and they are celebrated publicly at our monthly assemblies. Data is collected on who receives Golden Tickets and why they are received. Should a student not be following ROAR and need a consequence, progressive levels of consequences are enforced and reported through the online referral system in Sapphire.

Teachers have outlined teacher managed behaviors and consequences as well as office managed behaviors and consequences. Teachers input referrals for review by building principal. These referrals are reviewed monthly and students who receive multiple referrals can be referred to our MTSS Advanced Tier Team for further review and collaboration with multiple staff members and families.

Wellsville Elementary:

Bear Cubs of Character is a program that encourages Wellsville Elementary students to make good decisions and to demonstrate positive character traits in our school and in our community. The character trait is introduced by the principal on WE-TV, broadcast studio, school wide. Each month a character is shared/explained by the guidance counselor in an assembly. During the assembly students are introduced to the topic, complete an activity, and also ask questions. Students have an opportunity to practice this trait throughout the month.

- Teachers are encouraged to discuss the character trait in their class when appropriate.
- Each month teachers will nominate a student who exemplified the character trait of focus. The student will receive a certificate and have their photo taken for publication.
- Nominated students will be recognized on WE-TV
- Nominated students select a prize from the prize bin.

The school has developed a ROAR Matrix and at least twice a year the teacher takes students around the school to model for students how to meet daily expectations of a Polar Bear. The ROAR matrix is posted around the building as a visual reminder and support for students taking accountability. R.O.A.R stands for Respect, Opportunities for Ownership, Achievement and Attitude, and Responsibility. The teacher will rotate to the cafeteria, bus, playground, hallways, bathroom, classrooms, dismissal, and gym discussing ROAR expectations in these areas. Students who meet daily behavior expectations are given a ROAR ticket that has a portion to go home to families commending the child for their good choice and a portion that is entered in a weekly drawing for recognition on WE-TV and select a prize for our ROAR bin. All the ROAR tickets earned are then displayed on a bulletin board and if students have earned a ROAR ticket for the first semester, then they receive a principal reward, such as a movie and snack. If the school receives a selected amount of ROAR tickets by the end of the year, the whole school would receive a reward to be determined by leadership vote and supported by the PTO.

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

The Northern York County School District provides a continuum of school-based behavioral health services for identified and non-identified students. Below highlights these services:

1. The District employs one school social worker who works to connect families to community supports and provide some individual counseling services.
2. The District employs nine highly qualified school counselors to meet the short-term mental health needs of students.
3. Northern is exploring a contract with Care Solace where students and employees can call and receive immediate assistance in connecting to mental health resources in the community.

4. Three highly qualified school psychologists support buildings in assessing mental health needs of students and recommending services and supports based on the needs.
5. All staff are trained in suicide prevention so that they can notice signs and report any concerns they have to Childline and the appropriate professionals within the school.
6. The District contracts and utilizes a licensed child and adolescent psychiatrist for evaluations, as well as psychological assessments in the event that a student has increased mental health symptoms.

5. Describe the district restraint procedure.

The Northern York County School District uses Safe Crisis Management (SCM) to support student behavior. In the event that a child requires restraint, only trained staff utilize Emergency Safety Physical Interventions (ESPI) per District policy. The District only utilizes an (ESPI) when a student is of harm to themselves or others and lesser restrictive alternatives have been tried and have not successfully calmed the student. The District's SCM trainers meet with staff annually to ensure they understand their duties when a student is involved in an ESPI. A nurse's presence is recommended and they will not utilize an ESPI but is present to monitor the student as well as check the student's vitals following a restraint. The nurse documents any redness or bruising and checks back in with students later in the day or even later in the week to document changes. Following an ESPI, an SCM trainer that was not involved in the event meets with all staff members to review the incident and all decisions made. This dialogue helps staff notice triggers, plan for and reduce additional events, and provide training in the moment should the need arise. Finally, following an ESPI, staff completes an incident report that is entered in the RISC system as well as holds an IEP meeting with parents to review the event and make any adjustments to the IEP and positive behavior support plan based on the data collected.

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.

Ensuring FAPE at the present time, the district has no unresolved issues of locating services for difficult to place students. When faced with barriers to educational placement for these students, we work to collaborate with parents as well as the Intermediate Unit Interagency Coordinator, local community child serving agencies (county MH/IDD offices, Children & Youth, Probation and Vocational Rehabilitation). Interagency meetings are requested, such as through CASSP, and are scheduled to include all involved parties, including the family. When needed, the assistance of the Regional Interagency Coordinator at PaTTAN is also requested. Hard to place students along with those students that present a placement challenge, the district explores many options to provide a continuum of services, and thereby FAPE, for such students in the district. Many of these options are provided by outside agencies. The district collaborates with the CAIU (19 Students) and the consortium districts (11 Students) to offer the most placement options for our students. The district also consults with York County Mental Health and Intellectual Disability and other mental health agencies to ensure appropriate placements for student with disabilities. Outside service providers such as River Rock (7 Students), New Story (8 Students), Yellow Breeches Educational Center (4 Students), Deveroux (1 Student), York County Children and Youth, and multiple providers for family-based and Wrap services. These all allow the district to provide FAPE to students with a range of disabilities. The district is interested in providing the most current solutions to challenges in educational placement. The district accomplished this variety of placement options by actively identifying the need through collaboration with local consortium districts, and actively seeking solutions to these needs. Monthly, representatives from the consortium districts meet to discuss the specific needs of students in their district. Likewise, monthly, the Special Education Advisory Council (SEAC) from the Capital Area Intermediate Unit (CAIU) meets to discuss placement needs that are surfacing. Through these discussions, as well as discussions occurring at IEP meetings, the special education administration creates and fosters cross-system agency support and support with local service providers. These provide a variety of non-traditional educational placements for the students of our district. The district actively engages in staff recruitment, retention and professional development to build capacity among our staff. The district consults with a child psychiatrist who provides services for our students, families, and staff. Our school social worker, school psychologists, and school counselors receive advanced training and work with individual teachers and groups of teachers to increase their knowledge. When necessary, the LEA will report any student placed on ICITH or Homebound within 5 days of placement into the SES at Home System. These options and activities allow the district to fully provide FAPE to students with disabilities.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 38	Elementary	Full-time (1.0)	03/30/2023 02:18 PM

Building Name		
South Mountain El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 11
Age Range Justification		FTE %
Classroom exceeds in age ranges. Waivers for students outside the age range are included in the student's IEPs.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 37	Elementary	Full-time (1.0)	03/30/2023 02:17 PM

Building Name		
Dillsburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 11
Age Range Justification		FTE %
Classroom exceeds in age ranges. Waivers for students outside the age range are included in the student's IEPs.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 36	Elementary	Full-time (1.0)	03/30/2023 02:15 PM

Building Name		
Dillsburg El Sch		
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	Elementary	5 to 11
Age Range Justification		FTE %
The teacher services grades K-5, but not outside the age range at the same time.		0.2

Building Name		
South Mountain El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11

Age Range Justification	FTE %
The teacher services grades K-5, but not outside the age range at the same time.	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 35	Multiple	Full-time (1.0)	03/30/2023 02:13 PM

Building Name		
South Mountain El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher services grades K-5, but not outside the age range at the same time.		0.18

Building Name		
Northern MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 34	Multiple	Full-time (1.0)	03/30/2023 01:57 PM

Building Name		
Dillsburg El Sch		
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 11
Age Range Justification		FTE %
The teacher services grades K-5, but not outside the age range at the same time.		0.23

Building Name		
Northern MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 33	Elementary	Full-time (1.0)	03/30/2023 02:19 PM

Building Name		
South Mountain El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.1

Building Name		
Northern El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 32	Secondary	Part-time (0.5)	03/30/2023 01:34 PM

Building Name		
Northern MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 31	Elementary	Full-time (1.0)	03/30/2023 01:33 PM

Building Name		
Wellsville Campus		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %

	0.12
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Building Name		
Wellsville Campus		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.2

Building Name		
Northern El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 30	Multiple	Part-time (0.5)	03/30/2023 01:32 PM

Building Name		
South Mountain El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name		
Dillsburg El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Northern HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 29	Elementary	Full-time (1.0)	03/29/2023 04:01 PM

Building Name		
South Mountain El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

Building Name		
South Mountain El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.28
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 28	Elementary	Full-time (1.0)	03/29/2023 03:59 PM

Building Name		
South Mountain El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

Building Name		
South Mountain El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 27	Elementary	Full-time (1.0)	03/29/2023 03:58 PM

Building Name		
Wellsville Campus		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The ages exceed the age range. Age range waivers are included in the IEPs for those that exceed the age range.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 26	Elementary	Full-time (1.0)	03/29/2023 03:56 PM

Building Name	
Wellsville Campus	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Wellsville Campus		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 25	Elementary	Full-time (1.0)	03/29/2023 03:54 PM

Building Name		
Wellsville Campus		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.06

Building Name		
Wellsville Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Wellsville Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 24	Elementary	Full-time (1.0)	03/29/2023 03:52 PM

Building Name		
Dillsburg El Sch		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Dillsburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 23	Elementary	Full-time (1.0)	03/29/2023 03:51 PM

Building Name		
Dillsburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Dillsburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 22	Elementary	Full-time (1.0)	03/29/2023 03:49 PM

Building Name		
Northern MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 21	Elementary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

Building Name		
Northern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 20	Elementary	Full-time (1.0)	03/29/2023 03:46 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 19	Elementary	Full-time (1.0)	03/29/2023 03:43 PM

Building Name	
Northern El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	
Full-Time (80% or More)	
Case Load	
2	

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.17

Building Name		
Northern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.3

Building Name		
Northern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 18	Elementary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Northern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 17	Elementary	Full-time (1.0)	03/29/2023 03:38 PM

Building Name		
Northern El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician services Grades K-5, but not outside the age range at the same time.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 16	Secondary	Full-time (1.0)	03/29/2023 03:36 PM

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 15	Secondary	Full-time (1.0)	03/29/2023 03:35 PM

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Northern MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 14	Secondary	Full-time (1.0)	03/29/2023 03:33 PM

Building Name		
Northern 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	12 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Northern MS		
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	11 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 13	Secondary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

Building Name	
Northern MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 12	Secondary	Full-time (1.0)	03/29/2023 03:14 PM

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 11	Secondary	Full-time (1.0)	03/29/2023 03:12 PM

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Northern 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	11 to 13
Age Range Justification		FTE %

	0.28
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 10	Secondary	Full-time (1.0)	03/29/2023 03:10 PM

Building Name		
Northern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 9	Secondary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.07

Building Name		
Northern MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 8	Secondary	Full-time (1.0)	03/29/2023 03:06 PM

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 7	Secondary	Full-time (1.0)	03/29/2023 03:04 PM

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	29	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 6	Secondary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name	
Northern HS	
Support Type	

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 5	Secondary	Full-time (1.0)	03/29/2023 03:02 PM

Building Name		
Northern HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 4	Secondary	Full-time (1.0)	03/29/2023 03:00 PM

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 3	Secondary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern HS		
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
An IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 2	Secondary	Full-time (1.0)	03/29/2023 04:04 PM

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.1

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team determines the appropriateness of student placement in this program for students outside the allocated classroom age range.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program 1	Secondary	Full-time (1.0)	03/29/2023 02:55 PM

Building Name		
Northern HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.64

Special Education Facilities

Building Name		Room #
Dillsburg El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2023-03-20		
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 #
Dillsburg El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2023-03-20		
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 #
Dillsburg El Sch		200
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 31 feet, 0 inches	589sqft	21
Implementation Date		
2023-03-20		
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 #
Dillsburg El Sch		161
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 29 feet, 0 inches	957sqft	34
Implementation Date		
2023-03-20		
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 #
South Mountain El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 16 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-20		
Uploaded Files		

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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 #
South Mountain 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
27 feet, 0 inches x 34 feet, 0 inches	918sqft	32
Implementation Date		
2023-03-20		
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 #
South Mountain El Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 14 feet, 0 inches	182sqft	6
Implementation Date		
2023-03-20		
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 #
South Mountain El Sch		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2023-03-20		
Uploaded Files		

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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	

Building Name		Room #
Northern El Sch		116
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 28 feet, 0 inches	672sqft	24
Implementation Date		
2023-03-20		
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 #
Northern El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
Implementation Date		
2023-03-20		
Uploaded Files		

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	

Building Name		Room #
Northern El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2023-03-20		
Uploaded Files		

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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	

Building Name		Room #
Northern El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
Implementation Date		
2023-03-20		
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 #
Northern El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-20		
Uploaded Files		

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	

Building Name		Room #
Wellsville Campus		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 18 feet, 0 inches	486sqft	17
Implementation Date		
2023-03-20		
Uploaded Files		

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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 #
Wellsville Campus		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 37 feet, 0 inches	999sqft	35
Implementation Date		
2023-03-20		
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 #
Wellsville Campus		117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2023-03-20		
Uploaded Files		

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	

Building Name		Room #
Northern MS		102
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2023-03-20		
Uploaded Files		

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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	

Building Name		Room #
Northern MS		211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 24 feet, 0 inches	408sqft	14
Implementation Date		
2023-03-20		
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 #
Northern MS		206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 16 feet, 0 inches	352sqft	12
Implementation Date		
2023-03-20		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Northern MS		109
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 31 feet, 0 inches	1116sqft	39
Implementation Date		
2023-03-20		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Northern MS		222
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-20		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Northern MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 15 feet, 0 inches	450sqft	16
Implementation Date		
2023-03-20		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Northern MS		106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-20		
Uploaded Files		

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23 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 #
Northern MS		113
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 34 feet, 0 inches	748sqft	26
Implementation Date		
2023-03-20		
Uploaded Files		

24 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 #
Northern MS		124
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-20		
Uploaded Files		

25Assurance 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 #
Northern HS		306
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
32 feet, 0 inches x 17 feet, 0 inches	544sqft	19
Implementation Date		
2023-03-30		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Northern HS		210
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 28 feet, 0 inches	812sqft	29
Implementation Date		
2023-03-30		
Uploaded Files		

27 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 #
Northern HS		318
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
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-30		
Uploaded Files		

28Assurance 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 #
Northern HS		319
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
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-30		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Northern HS		211
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
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-30		
Uploaded Files		

30 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 #
Northern HS		307
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
32 feet, 0 inches x 17 feet, 0 inches	544sqft	19
Implementation Date		
2023-03-30		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Northern HS		206
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
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2023-03-30		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Northern HS		207
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 28 feet, 0 inches	812sqft	29
Implementation Date		
2023-03-30		
Uploaded Files		

33 Assurance Check

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

Special Education Support Services

34Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	2 Assistant Director and Instructional Advisor	District Wide	District
School Psychologist	3	District Wide	District
Social Worker	1	District Wide	District
Paraprofessionals	52	District Wide	District
Occupational Therapist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	6	Secondary	District
Guidance Counselor	4	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Support Training			
Lead Person/Position		Year of Training	
Rhonda McMullen/Assistant Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	District	Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Navigating the Autism Spectrum			
Lead Person/Position		Year of Training	
Rhonda McMullen/Assistant Director of Student Services and Karen Schmick/Emotional Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
Rhonda McMullen/Assistant Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience

20	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
De-Escalation/Conflict Resolution			
Lead Person/Position		Year of Training	
Rhonda McMullen			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Special Education Paraprofessional Training			
Lead Person/Position		Year of Training	
Karen Schmick/Emotional Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	District	Paraprofessionals

Description of Training			
20 hour annual requirement through Pattan, District, and other agencies.			
Lead Person/Position		Year of Training	
David Borrell/Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
20	1	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition Committee			
Lead Person/Position		Year of Training	
Rhonda McMullen/Assistant Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit Other	Central Office Administrators Special Education Teachers

Description of Training			
CART Meeting			
Lead Person/Position		Year of Training	
Robin Kazakavich/Emotional Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
2	10	Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Wilson Reading			
Lead Person/Position		Year of Training	
David Borrell/Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
20	1	Intermediate Unit Other	Special Education Teachers

Description of Training			
Visualizing and Verbalizing			
Lead Person/Position		Year of Training	
Danielle Magnelli/Instructional Advisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Structure of Literacy			
Lead Person/Position		Year of Training	
Dr. Meakin/Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
10	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
ADHD Parent Training			
Lead Person/Position			Year of Training
Rhonda McMullen/Assistant Director of Student Services and Karen Schmick/Emotional Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Consortium Workshops			
Lead Person/Position		Year of Training	
David Borrell/Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Special Education Department Trainings/PD			
Lead Person/Position			Year of Training
David Borrell/Director of Student Services and Rhonda McMullen (Assistant Director of Student Services)			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
Goal Writing and Progress Monitoring			
Lead Person/Position			Year of Training
Rhonda McMullen/Director of Student Services and Danielle Magnelli/Instructional Advisor			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

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

