

Northern York County SD  
**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

650 S Baltimore St  
 Dillsburg, PA 17019-1035  
 717-432-8691-1100  
 Superintendent: Eric Eshbach  
 Director of Special Education: David Borrell

## Planning Committee

Name	Role
<b>Jason Beals</b>	Administrator : Professional Education Special Education
<b>Joyce Cal</b>	Administrator : Special Education
<b>David Echelmeier</b>	Administrator : Special Education
<b>Ryan Edwards</b>	Administrator : Special Education
<b>Eric Eshbach</b>	Administrator : Professional Education Special Education
<b>Patricia Franko</b>	Administrator : Professional Education Special Education
<b>Matthew LaBuda</b>	Administrator : Professional Education Special Education
<b>Steve Lehman</b>	Administrator : Professional Education Special Education
<b>Sylvia Murray</b>	Administrator : Special Education
<b>Faithe Permenter</b>	Administrator : Special Education
<b>Troy Sauer</b>	Administrator : Special Education
<b>Michael Walker</b>	Administrator : Special Education
<b>Rhonda Toohey</b>	Ed Specialist - Other : Professional Education Special Education
<b>Danielle Magnelli</b>	Ed Specialist - School Psychologist : Professional Education Special Education
<b>Wendy Masson</b>	Ed Specialist - School Psychologist : Special Education
<b>Stephanie Schmalzer</b>	Ed Specialist - School Psychologist : Special Education
<b>Kendra Cable</b>	Elementary School Teacher - Special Education : Special Education
<b>Julie Wilt</b>	High School Teacher - Special Education : Special

	Education
<b>Brendon Clark</b>	Middle School Teacher - Regular Education : Special Education
<b>Molly Atkinson</b>	Middle School Teacher - Special Education : Special Education
<b>Cody Ebersole</b>	Middle School Teacher - Special Education : Special Education
<b>Robin Scannella</b>	Parent : Special Education
<b>David Borrell</b>	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 471

### *Identification Method*

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

**Northern York County School District is not a state approved Response to Intervention School and operates primarily under the Severe Discrepancy Model between Intellectual Ability and Achievement.**

**The narrative below describes in detail the approach used at Northern York County School District:**

### **Specific Learning Disability (SLD) Determination**

Pennsylvania Special Education Regulations (§14.125) outline the criteria for the determination of students with specific learning disabilities (SLD). These criteria are derived from Federal Individuals with Disabilities Education Act (IDEA) regulations (§300.309). As part of a comprehensive evaluation which may include measures of academic skills (norm-referenced and criterion-referenced), cognitive abilities and processes, and mental health status (social-emotional development); measures of academic and oral language proficiency as appropriate; and indirect sources of data (e.g., teacher/parent reports), NYCSD's multidisciplinary teams consider four criteria when identifying a student as eligible for special education under the category of specific learning disability (SLD). The four questions for eligibility include: 1) Does the student achieve adequately for his/her age or meet State-approved grade level standards? 2) Does the student demonstrate a pattern of strengths and weaknesses or has the student shown a lack of response to scientifically based instruction? 3) Have other factors or conditions (e.g., visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency) been ruled out? and 4) Are the student's academic concerns the result of a lack of instruction?

**\*In order to answer the first question, *Does the student achieve adequately for his/her age or meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading***

***comprehension, mathematics calculation, or mathematics problem-solving***, several sources of data are collected by District Child Data Teams and Multi-tiered Systems of Support (MTSS) and/or Child Study Teams (CST) may include:

- Review of student performance in comparison to national and/or local norms on District benchmark reading, writing, and math assessments (e.g., Aimsweb Plus, iReady, or similar criterion-referenced/ standards-based assessments) provided 3 times throughout the school year in September, January, and May, depending on the grade level and type of assessment.
- Performance on progress monitoring measures (e.g., Aimsweb Plus) which are provided on a weekly to monthly basis depending on the student's individual needs
- Performance on State-wide assessments such as the PSSA or Keystone
- Performance on a variety of curriculum-based and norm-referenced tests of academic achievement (e.g. 95% Group, iReady, Heggerty, DRA-2, writing prompts, or Words-Their-Way)
- Classroom observations in the student's area(s) of weakness
- A student's IQ is not considered the criterion against which the student's academic performance is compared to meet qualifications under this first question.
- In terms of assessment parameters, inadequate achievement is demonstrated by consistent performance below the average range of performance on more than one achievement measure (e.g., below the 16th percentile rank) considering local and national normative comparisons.

\*The second question, ***Does the student demonstrate a pattern of strengths and needs or has the student shown a lack of response to scientifically based instruction***, requires a choice of the discrepancy model or RTII model. At this time, given that schools are in various stages of MTSS implementation, the District uses an integrative approach which considers a student's pattern of processing strengths and weaknesses based on diagnostic assessments as well as existing data from a problem-solving process that determines if the child responds to scientific evidence-based intervention. An eligibility determination is based on multiple methods of data collection. This process uses the following sources of data:

- Available education records are necessarily reviewed together with present data (e.g., attendance history, discipline history, grades, norm-referenced group-administered tests, such as the Otis Lennon School Ability Test, kindergarten screening, DRA-2, district benchmark assessments, and state assessments) to determine a student's educational progress across years.
- Review of benchmark data, research-based instruction/intervention strategies, and progress monitoring from Tiers 1, 2, and 3. This is done via MTSS/Child Data Team Meetings.
- Administration of technically sound assessment tools for measurement of cognitive and psychological processes

- Administration of norm-referenced tests of academic achievement
- To be identified with SLD, a student must meet three criteria: first, a student must display a pattern of processing strengths and weaknesses in performance, achievement, or both relative to age, standards or intellectual development; second, the area of academic achievement must be below the average range; and third, the student must be performing below age or grade level standards in the district curriculum.
- The District's discrepancy, between a standardized measure of intelligence and norm-referenced tests of academic achievement, required for eligibility is set at a minimum of 1 standard deviation.

\*Next, the District teams must address exclusionary factors. The third criterion for determining whether a student qualifies for special education under the SLD criteria is that the evaluation team has answered the question, ***Have other factors or conditions (e.g., visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency) been ruled out?***

The evaluation report must document evidence that each of these factors have been excluded from consideration in the screening process, or if necessary, conduct a more in-depth evaluation to definitively rule them out.

#### Visual Impairment

- District teams will review vision screening results located in health records in the school nurse's office.
- If there is a concern about the student's vision, the student should be re-screened and if results indicate a potential visual problem, referral information (e.g., further evaluation by an optometrist or ophthalmologist) should be shared with the parents.
- If further evaluation reveals that the student has a visual impairment that is the primary cause of his/her academic difficulties, the student is excluded from consideration for SLD.

#### Hearing Impairment

- District teams will review hearing screening results located in health records in the school nurse's office.
- If there is a concern about the student's hearing, the student should be re-screened and if results indicate a potential hearing problem, referral information (e.g., further evaluation by an audiologist) should be shared with the parents.
- If further evaluation reveals that the student has a hearing impairment that is the primary cause of his/her academic difficulties, the student is excluded from consideration for SLD.

### Orthopedic Disability

- District teams will check school nurse health records.
- Team members should also review any available physical or occupational therapy evaluation results.
- Team members could conduct observations of the student's motoric difficulties and make a referral to a physical or occupational therapist or other medical practitioner.
- If the student is found to have an orthopedic disability that is causing their academic problems, he/she cannot be identified as SLD.

### Intellectual Disability

- Team members will review school records and document typical functioning in other academic and adaptive behavior
- Review of the scores from the Otis-Lennon group ability measures administered in 2nd grade may be helpful.
- Review of intelligence test results
- If there are concerns about significant cognitive and adaptive behavior difficulties, a second measure of the student's cognitive functioning along with norm-referenced adaptive behavior rating scales is necessary.

### Emotional Disturbance

- Team members will review student's discipline record and number/nature of health room visits
- Broad-band behavioral rating scales may be completed as an initial screening procedure.
- If concerns are present, specific narrow-band social, emotional, and/or behavioral rating scales should be considered along with observations of the student's behavior in a variety of settings.
- Additionally, in ruling out ED, a functional behavioral assessment (FBA) may be conducted along with implementation of a behavioral intervention plan (BIP) with frequent progress monitoring.
- Students whose academic difficulties are predominantly a result of emotional disturbance may not be identified as SLD.

### Cultural Factors and Limited English Proficiency

- Team members will review home language screening form located in cumulative file.

- Sources of data may include interview with the student and/or evaluation of the level of acculturation (e.g., cultural differences).
- Consultation with District ELD teacher to obtain additional information (WIDA scores) or further assessment may also help with ruling out cultural factors. Basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) must be carefully evaluated.

#### Environmental or Economic Disadvantage

- Team members will review school records and consider parent input.
- If necessary, interviews with the family and developmental histories will be conducted.
- Chronic medical conditions, child abuse, poor nutrition, frequent absences, and sleep disorders must be considered by the team.

\* The last of the four eligibility questions, ***Has the student been provided with appropriate instruction***, must be answered by the multidisciplinary team members. District teams considering students for SLD eligibility must document the school's efforts to provide the student with scientifically-based instruction in the essential components of reading and math. Key questions to answer include:

- Is a standards-based scientifically validated curriculum in place at a sufficient level of fidelity?
- Has the student been provided with individualized supports in the general education classroom?
- Has the student been provided with a sufficiently intense individualized intervention using research-based instructional procedures?
- Principal, supervisor, and/or specialist walk-throughs and observations conducted during instruction of the targeted subject area on a routine basis
- Integrity checklists completed by teachers as self-monitoring measures
- Review of teacher qualifications (e.g., highly qualified)
- Review of Intervention Group instruction and data at the Tier 1 and 2 levels
- Thorough review of supports and research-based instructional procedures via MTSS/CST meetings to ensure effective instruction was conducted in the core standards-based curriculum and that the student was provided with appropriate and supplemental interventions (in addition to the core program). It is imperative that teams view progress monitoring data (e.g., graphing using aim lines and trend lines) for team members to see the effect of core and supplemental instruction and interventions.



- In cases in which the team determines that the core curriculum and instruction are insufficient (e.g., home school, transiency, truancy, homeless), through the MTSS/CST process, these programmatic features should be implemented in order to find out whether the student's academic performance significantly improves.
- As previously noted, NYCSD conducts universal screening for all students and those considered at-risk are progress monitored on a monthly basis at the minimum. Screening results and progress monitoring data are provided to parents.

### **Steps Towards Using RTII and an Intra-Ability Approach for SLD Determination:**

NYCSD views Response to Instruction and Intervention (RTII)/MTSS as a valuable model in identifying students with Specific Learning Disabilities because of its emphasis on early intervening and research-based intervention for students at academic or behavioral risk. Data from the District's RTII 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 RTII/MTSS implementation at the elementary level with beginning stages of implementation at the middle school level. An overview of the District's progress towards RTII/MTSS and data-based decision making is documented below.

### **Documentation of RTII/MTSS Infrastructure & Implementation**

The District has developed the following 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:

#### **NYCSD ELEMENTARY - MTSS GUIDING FRAMEWORK FOR INTERVENTION**

	<b>CORE/TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
<b>Who are the students?</b>	Core students receiving research-based curriculum within the classroom setting.	Strategic students not making adequate progress, despite differentiation within core instruction. Students determined by team data analysis & ROI	Intensive, inadequate response to Tier1 and 2 determined by team data analysis & ROI
<b>Who delivers?</b>	Classroom Teachers	Classroom Teacher (Go Block/WIN) Reading Specialist (Title 1 Reading)	Reading Specialist, Special Education Teacher, and/or Content Specialist
<b>Group Size</b>	Whole class Tier 1 Small groups Tier 1 Differentiated groups	4-6 students	1-3 students

	Tier 1		
<b>Session Length</b>	As determined by instructional content	Two 15 min sessions or one 30-minute session (Math/Reading)	45-120 minutes
<b>Frequency</b>	Daily	3-6Xs/cycle	5-6Xs/cycle
<b>Format</b>	Core programming that is differentiated for the needs of all students. This includes embedding accommodations and/or modifications as needed.	Pull-out sessions outside of Core instructional time (Title 1 intervention, Go Block/WIN intervention)  Go Block/WIN intervention designed around needs evidenced by data. Flexible grouping across grade level, focused to specific targets.	Pull-out strategically structured, explicit, systematic research-based intervention program(s); in addition to Core instruction (time may overlap*)
<b>Progress Monitoring (PM)</b>	3x year benchmarks and As needed for monitored students  Analyze benchmark/PM data at Grade Level & Data Team Meetings. Is the student making adequate progress within the Tier 1?  Survey level assessments; drill down as needed	2x a month  Analyze PM data (Goal set at 35%ile for grade level goal. Analyze ROI: How long will it take to catch up?) Use this information to determine programming.	1x a cycle or bi-weekly  Analyze PM data (Goal set at average range or benchmark for grade level goal. Analyze ROI: How long will it take to catch up?) Use this information to determine programming.
<b>Documentation Requirements</b>	Benchmark Data in One Drive Sapphire Data for Analysis Error analysis from work products	Progress Monitoring Data in One Drive Document T1 modifications/accommodations	Progress Monitoring Data in One Drive MTSS T3 Planning Form in One Drive
<b>Suggested Duration</b>	Daily	8-15 weeks	20+ weeks
<b>Instructional Program</b>	Harcourt StoryTown Harcourt Strategic Intervention	95% Group Reading A to Z Leveled Readers (Targeted)	95% Group SRA Reading Mastery Plus

<b>(Research-based)</b>	Reading A to Z Leveled Readers 95% Group iReady Heggerty WV Phonics ECRI Routines Words Their Way Reading A to Z Leveled Readers Fountas/Pinnell Comprehension Toolkit Math in Practice Xtra Math (Tech)	Florida Center Reading Research (FCRR) Wilson FUNdations Read Naturally Early Reading Intervention (ERI) Rode to the Code PALS-II: Talking Letters Phoneme-Grapheme Mapping Herman Method iReady Math in Practice ST Math Touch Math Xtra Math (Tech)	Wilson Language RAVE-O Early Reading Intervention (ERI) Word Generation PALS-II: Talking Letters Language for Learning Phoneme-Grapheme Mapping Herman Method iReady Math in Practice ST Math Distar Math Connecting Math Concepts Touch Math Incremental Rehearsal
<b>Opportunities to Respond (OTS)</b>	Provide frequent opportunities for students to respond and interact during instruction	Ensure at least 6-8 OTRs/minute	Ensure at least 8-12 OTRs/minute
<b>Error Correction</b>	Prompt students to correct errors (“Look at the word again...”)	Prompt students to correct errors (“Look at the word again...”)	Provide direct error correction procedures (“That word is __. What word?”)
<b>Scaffolding</b>	Explicit - Utilize “I do, we do, you do together, you do alone” framework	More Explicit - Utilize “I do, we do, you do together, you do alone” framework	Most Explicit - Provide more intensive guided practice during “we do”
<b>Parent Communication</b>	Parent Assessment Letters Report Cards Fall and/or Spring Conference	Parent Assessment Letters Report Cards Fall and Spring Conference Title 1/Reading Intervention Permission Slip PM data shared: Fall/Spring conferences	Parent Assessment Letters Report Cards Fall and Spring Conference Increased contact via email/phone call

			Title 1/Reading Support: Communicates increase of Services MTSS meeting invitation PM data shared as part of MTSS process
<b>Decisions</b>	<p>If 80% are proficient, continue what you are doing in the classroom</p> <p>If less than 80% are proficient, change your instruction</p>	<p>If student is making progress based on ROI, continue what you are doing or move to a new skill</p> <p>If student is consistently meeting grade level reading standards, document a discontinuation of Title 1 intervention</p> <p>If student is not making progress based on ROI and assessment scores are at the 15%ile or below refer student through the MTSS Data Sheet (One Drive) After adding student, send a flagged email to teachers, specialists, principal and guidance counselor. Subject line: MTSS New Student</p>	<p>If the student is making progress based on ROI, continue what you are doing or move to a new skill</p> <p>If student is consistently meeting grade level standards and does not need additional support, decrease intervention and PM by moving student to Tier 2</p> <p>If student is not making progress based on ROI, hypothesize why, and make a change in intervention, frequency, or duration</p> <p>If student is not making progress after at least two targeted research-based interventions and they will not close the gap to meet benchmark in a timely manner, consider a referral</p>

			for a school-based evaluation
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\*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 RTII/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 for a specific learning disability. The use of RTII/MTSS data and a strengths and weaknesses process approach as part of the psychoeducational evaluation helps to maximize the accuracy of SLD identification and lead to more effective individualized interventions for students.

### **In summary:**

#### SLD Determination

Northern York County School District adheres to Pennsylvania Special Education Regulations (PA Code Chapter §14.125) that outline the criteria for locating, identifying, and serving school age students with disabilities who have unique educational needs, which reflects the federal Individuals with Disabilities Education Act (IDEA; Public Law 101-476).

A. Eligibility begins with convening a MTSS/CST meeting about an academic instructional concern in the classroom (Tier 1) with interested parties, usually including, a parent, teacher, administrator, and specialists as needed. The group meets to review student performance data (e.g., universal screenings and progress monitoring results), establish one or more new instructional goals (Tier 2), determine how to monitor progress toward the goal, and determine the type, frequency, and intensity of research-based interventions matched to the student's area of need as well as allocating team implementation, fidelity, and progress monitoring responsibilities.

B. The MTSS/CST reconvenes to review the student's progress monitoring data and decide if the goal is being achieved, whether the goal needs to be adapted or changed, and how/if the MTSS/CST process needs to continue. If the MTSS/CST decides that a student has not responded to tiered interventions (which utilizes research-based interventions that have been implemented for a sufficient period of time with the child's responses regularly measured), the MTSS/CST refers the student for a comprehensive evaluation. Parents may also wish to request an educational evaluation to determine SLD eligibility at any time.

C. A comprehensive evaluation is conducted that reviews a student's tiered progress and, informed by additional measures and additional parent input, to determine if the child has a specific learning disability and rule out other possible sources of concern. In addition, the district employs a pattern of strengths and weaknesses SLD determination process in all grades and buildings, whereby eligibility decisions are made based on the student's cognitive and academic assets and needs relative to age, state-approved grade level standards, classroom peers, and limited progress is demonstrated after introducing research-based interventions. Finally, when considering a student for a SLD, the multidisciplinary evaluation carefully considers exclusionary factors (e.g., visual

impairment, hearing impairment, orthopedic impairment, intellectual disability, emotional disturbance, cultural factors, English Language Learning, environmental, economic disadvantage, and lack of exposure to evidence-based reading and math instruction).

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Enrollment (School Age)

Source: December 1, 2018 Child Count

	<b>Northern York County SD</b>	<b>State</b>
Total Enrollment	3,230	1,723,405
Total Special Ed Enrollment	462	297,644
Percent of Special Ed Enrollment By Disability	14.3%	17.3%
Autism	13.4%	11.3%
Deaf-Blindness	---	0.0%
Emotional Disturbance	7.4%	8.5%
Hearing Impairment- Including Blindness	---	.9%
Intellectual Disability	6.1%	6.3%
Multiple Disability	---	1.0%
Orthopedic Impairment	---	0.2%
Other Health Impairment	7.1%	16.4%
Specific Learning Disability	50.0%	40.6%
Speech or Language Impairment	13.9%	14.3%
Traumatic Brain Injury	---	0.2%
Visual Impairment including Blindness	---	0.4%

**No significantly disproportionate enrollment data (10% Above).**

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

#### Non-Resident Students Oversight

Although no nonresidential facilities are located in the district, if one did exist, the district would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein.

Specifically, school districts providing special education services to nonresident school-age individuals are required to:

1. Comply with the "child-find" obligations of IDEA
2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
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; and
4. Provide FAPE in conformity with the IEP

Further, if a non-residential facility were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the facility. Furthermore, districts in which non residential facilities are located must develop a systematic, on-going means of communicating with these institutions to ensure that all students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

In addition, the District recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student or students turn 21. Students who turn 21 are entitled to finish that school term.

### *Incarcerated Students Oversight*

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).

#### Incarcerated Students Oversight

The District recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student or students turn 21. Students who turn 21 are entitled to finish that school term.

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense.

Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. Comply with the "child-find" obligations of IDEA
2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
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; and
4. Provide FAPE in conformity with the IEP

Further, if a correctional institution were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed



eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

### **Ensuring Maximum Integration:**

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.

Individual aides have also been provided for students when such support enables a student to remain in the least restrictive environment. There are currently 8 students with disabilities in the school district that have a one on one aide to assist in their educational programming.

Northern York County School District serves 94.1% of its exceptional student population in their home school district. To this end, the district has implemented full inclusion programming for 67.8%

of its exceptional students from K-12. These students attend regular education classes for the entire day with supports being provided by the special educators and instructional aides. The provision of supplementary aids and services to meet identified strengths and needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes the provision of study guides, adapted classroom materials and tests, verbal and visual cues to redirect students, behavioral support plans, reading/explaining directions, etc.

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.

Northern York County School District serves 10.4% of its exceptional student population in a supplemental special education setting. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. The district, at the present time serves 11% of the special education population in full time classroom. At the present time, the district operates a full time Intensive Speech and Language Program, part-time/full-time learning support classrooms at Northern Elementary and operates full time Life Skills Support classrooms in the middle and high school. An additional Multiple Disabilities classroom was added at Wellsville Elementary School. It is important to note that even students in the part-time/full-time Learning Support, Life Skills, and MDS students have opportunities to participate with their non disabled peers as deemed appropriate by the team.

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 students being served within the Northern York County School District, including those students who have IEPs requiring part-time/full-time classes, have opportunities 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 the regular education peers on the playground, at recess, in the cafeteria, and at assemblies and special programs.

Decisions to place students out of the district are made by individual IEP teams, based on individual needs. The District provides a full continuum of options to meet the needs of its students. The District collaborates and plans with the Western Region Consortium, a consortium of 6 neighboring school districts, in order to provide services to students in the least restrictive environment. The

district may seek placement outside the regular school when a student's needs are so severe that they cannot be met with supplementary aids 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 time to address emotional or behavioral needs. In a small number of cases, the District has supported a parent request to educate a child in a specialized private school.

The District Supervisor of Special Education participates in all IEP meetings for students who are placed out of the District. Each IEP team discusses the student's readiness to return to his home school. The Supervisor assists the team in developing a transition plan to successfully implement the student's return to the District.

### Supplementary Aids and Services (this list is not inclusive of all aids and services provided by the District)

Service/Resource	Description
Collaborative Supplemental Aids and Services	<ul style="list-style-type: none"> <li>* Schedule time for planning and team meetings</li> <li>* Instructional arrangements that support collaboration (i.e. paraeducator support)</li> <li>* Professional development related to collaboration</li> <li>* Scheduled opportunities for parental collaboration</li> <li>* School personnel collaborate in the development and delivery of SAS</li> <li>* Providing modified curricular goals</li> <li>* Providing alternate ways for students to demonstrate learning</li> <li>* Providing test modification</li> <li>* Providing alternate materials and or assistive technology (e.g., materials on tape, transcribe text, large print, alternate computer access)</li> </ul>
Instructional	<ul style="list-style-type: none"> <li>* Providing instruction on functional skills in context of the typical routines in the regular classroom</li> <li>* Changing methods of presentation</li> <li>* Using reader services</li> <li>* Providing research based supplementary materials</li> <li>* Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)</li> <li>* Furniture arrangements in environments</li> <li>* Specific seating arrangements</li> </ul>
Physical	<ul style="list-style-type: none"> <li>* Individualized desk, chair, etc.</li> <li>* Adjustments to sensory input</li> </ul>

- \* Environmental Aids (e.g., classroom acoustics, heating, ventilation)
- \* Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
- \* Social skills instruction
- \* Counseling supports
- \* Peer supports (e.g., facilitating friendships)
- \* Individualized behavior support plans

#### Social-Behavioral

- \* Modifications of rules and expectations
- \* Cooperative learning strategies
- \* School wide behavior support
- \* Trainers and training in Safe Crisis Management

#### **LRE Data analysis:**

The LEA is satisfied with the data. The LEA prides itself on its inclusion model. 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.

To this end, the district has implemented full inclusion programming for 67.8% of its exceptional students from K-12. These students attend regular education classes for a majority of the day with supports being provided by the special educators and instructional aides. The provision of supplementary aids and services to meet identified strengths and needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes the provision of study guides, adapted classroom materials and tests, verbal and visual cues to redirect students, behavioral support plans, and reading/explaining directions.

Northern York County School District serves 10.4% of its exceptional student population receive supplemental instruction. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. The programs utilized are recommended by PDE and require direct instruction on a daily basis.

The district, at the present time serves 11% of the special education population in full time classroom. At the present time, the district operates two part supplemental learning support classrooms, an Intensive Speech and Language classroom, and operates a Life Skills Support classroom in the middle and high school. It is important to note that even students in the part time/full time Learning Support class and our Life Skills students have opportunities to participate with their non-disabled peers as deemed appropriate by the team. The Kindergarten Intensive Speech and language class also participate in specials and inclusion activities as deemed appropriate by the IEP team. A majority of the students in the Kindergarten Intensive Speech and Language class enter first grade in regular education classes with itinerant speech and language support. The district has had tremendous success with this in intensive speech intervention in the early ages of school.

The district also contracts within the consortium and private academic license providers for full-time Emotional Support, full-time Autism Support, Intensive Learning Support, and full-time Multiple Disability Support classrooms.

The LEA is satisfied with the data. The District believes the intense instruction provided in speech, along with the use of research based reading and math curriculums in the Kindergarten Intensive Speech and Language classroom is a successful intervention we are presently using to provide the population of students a head start in first grade. The District also believes the instruction provided in the intensive learning support classrooms in reading, written language and math require specialized instruction outside the regular education classroom if students are to acquire the grade level skills in these subjects. The programs utilized in the intensive learning support are recommended by the Pennsylvania Department of Education and require direct instruction. The District also offers middle school and high school life skill programming, where a majority of the instruction is provided outside the regular education classroom. This program also provides an intense amount of Community Based Instruction, including students volunteering at Target, Giant, Elmcroft Nursing Home, as well as other local businesses with the training assistance of teachers, assistants and a job coach. In the high school life skills class, students have the opportunity to be competitively employed in the community and eventually work independently without a job coach. The District prides itself on providing a continuum of services in the school district and provides special education in other setting very infrequently, which can be seen in the data.

#### **Improving Program Capacity:**

The district will continue to have ongoing communication and meet with the above agencies to ensure a continuity of programming. The Director of Special Education will continue to attend CASSP meetings for district students and will participate in IEP meetings for all students in out of district placements. The Capital Area Intermediate Unit and the Area Supervisors of Special Education also met with local wrap around service providers to promote a positive and thorough communication between district and service providers. The CAIU compiled a packet for the LEA that lists the steps that parents need to take to get a referral made for services. The district may, of course, request a CASSP meeting to initiate services.

The District currently contracts with a private licensed school to provide educational services to adolescent students with emotional disturbance. The program includes a therapeutic component, adventure-based education and experiential education in addition to academic instruction. Through the Intermediate Unit, the district has access to training and consultation to enable its staff to increase their skills and expertise. The district also has access to direct services and supports for both the staff and students. This relationship also provides the district with the opportunity to suggest and/or request new programs and services to be developed to address unmet needs. Through our collaboration with our local child-serving agencies and participation in interagency meetings, the district has the opportunity to learn about different and innovative programs and services being offered elsewhere and to explore possible partnerships in developing new programs locally.

## *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

## **Behavior Support**

### **Summarized School District Policy- Policy Number 113.2**

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Superintendent or designee shall provide regular training and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring.

### Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

### Mechanical Restraint

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

### Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive environment.

### Adverse Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held, face down on the floor.

### Referral To Law Enforcement

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

## School Wide Positive Behavior Support

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:

### Dillsburg Elementary

The staff took a Survey and based on those results, the Discipline/Bullying Prevention Committee Identified the following School-Wide Rules:

1. Respect Yourself and Others
2. Respect School Rules
3. Respect Adults
4. Respect Property
5. Show Responsibility

Posters are in each classroom and common areas. School Reporting Forms include a progressive level of consequences to enforce the above rules and to communicate to parents:

1. Expectations in the cafeteria- **respect self and others** by not touching others food or property, keeping noise level down, and picking up after self and others. **Respect School Rules** – students must ask permission from the person on duty to leave seat. **Respect Adults**-students should not be asked more than one time to follow the direction of the adults in the school. **Respect for Property** – Students will use the property for how it is intended. The tables, walls, floors, trays, or other cafeteria property should not be damaged or misused. **Show Responsibility** by picking up things on the floor around you.

The staff utilizes “Listening Larry” in the cafeteria to cue students with how they are progressing throughout the lunch period. An ear represents listening to the adult when speaking, a hand represents keeping hands off of other’s (or other’s food), feet stand for not kicking the table or others, a mouth represents voice volume. Students are cued by moving the picture from green to red. If students have less than 3 on red, they earn a star. If they earn 6 stars, then they sit where they want on Friday. They also get to have “Music” Friday intermittently to reinforce good choices. They get to listen to popular music during their lunch period.

2. A “Caught You Being Good” system is used to assist students in specials, classrooms, playground, cafeteria, and bus. We choose a theme each year and the paper students receive when caught making good choices is based on this theme. The student presents the paper to their classroom teacher, and they receive a purple paw print to put on a grid in the classroom. When the grid is full, the class chooses a reward such as PJ day or Game Day



(when they bring games to play at the end of the day). They help to choose the reward during their class meeting.

3. Class meetings are held one time every cycle to build classroom culture and teach pro-social and positive leadership skills to students. Students discuss the Olweus bullying rules at this meeting and learn ways to be helpful bystanders in stopping bullying. They also have an opportunity to make choices as a class and to discuss common problems and ways to solve the problems. This helps them to build problem solving skills in a collaborative setting.
4. All staff is trained in Olweus Bullying Prevention principles and this is an integral part of our school climate and culture. We have an annual kick-off event and we post materials on our website to assist in educating parents with the Olweus model. Posters are displayed with the Olweus rules throughout the building. The Bullying policy is posted in each classroom along with our rules. Our School Wide Level system of consequences is utilized when students break any of the class rules. This system also helps us to identify students who may need more behavior interventions. Students who are on Level 5 are automatically put on an individual behavior plan and data is collected to assure that the behavior is extinguished.
5. The School Climate committee meets regularly to look at building data and address areas of concern in an effort to sustain a positive school climate for students.

### **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.

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 and Student Responsibility.
- School Wide Family Meetings facilitated by school administrator and held via N3 (TV News Network) 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 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

In an effort to provide clear communication to all key players (students, staff, parents), we use the following matrix, intended to support student success and staff consistency.

EXPECTATIONS	HALLWAYS	BATHROOMS	CAFETERIA	PLAYGROUND	CLASSROOM	BUS
<b>SAFE</b>	<ul style="list-style-type: none"> <li>- Always walk</li> <li>- Keep hands &amp; feet to self</li> <li>- Stay in one line</li> <li>- Stay to the right</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands &amp; feet to self</li> <li>- Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>- Eat own food</li> <li>- Calm body throughout lunch</li> <li>- Seat to seat</li> <li>- Lights off = voices off</li> </ul>	<ul style="list-style-type: none"> <li>- Follow safety rules</li> <li>- Stay within physical boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Stay within personal space</li> <li>- Keep hands and feet to self</li> <li>- Walk at all times</li> <li>- Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Back to back</li> <li>- Seat to seat</li> <li>- Backpack on lap</li> <li>- Feet on floor</li> <li>- Stay within personal space</li> <li>- Hands and feet to self</li> <li>- Follow all bus safety rules</li> </ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>- Go directly to assigned location</li> <li>- Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>- Be quick and quiet</li> <li>- Clean up after yourself</li> <li>- Return immediately to assigned location</li> <li>- Report any needs or concerns noted</li> </ul>	<ul style="list-style-type: none"> <li>- Make room for those sitting at table</li> <li>- Be a problem solver</li> <li>- Clean up your space</li> <li>- Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>- Dress and shoes appropriate for the weather</li> <li>- Be a problem solver</li> <li>- Tell an adult of observed unsafe choices</li> <li>- Line up at whistle</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up after self</li> <li>- Follow directions and classroom routines</li> <li>- Always do quality work</li> <li>- Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>- Get on and off bus carefully</li> <li>- Follow driver's directions</li> <li>- Report to adult any observed unsafe choices</li> <li>- Be a problem solver</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>- Remain quiet</li> <li>- Stay within personal space</li> </ul>	<ul style="list-style-type: none"> <li>- Use good manners</li> <li>- Voice level 0, 1</li> </ul>	<ul style="list-style-type: none"> <li>- Use good manners</li> <li>- Raise hand to signal assistance</li> <li>- Wait</li> </ul>	<ul style="list-style-type: none"> <li>- Use kind language</li> <li>- Take turns</li> <li>- Be a good sport</li> <li>- Respect property</li> </ul>	<ul style="list-style-type: none"> <li>- Work cooperatively</li> <li>- Listen carefully while others speak</li> </ul>	<ul style="list-style-type: none"> <li>- Use kind language</li> <li>- Follow driver directions</li> <li>- Voice Level 0 or 1</li> </ul>

			patiently in line - Voice Level 0, 1	and nature - Follow game rules - Voice level 0 to 3	- Be considerate and kind to others - Voice Level 0, 1, or 2	
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### POSITIVE BEHAVIOR SYSTEM

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 defining further what these expectations look like in the various settings and then practice 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 uses a VISUAL SYSTEM to assist students in regulating behavior. This system is paired with logical consequences and individual/classroom rewards (i.e. extra recess, preferred activity, lunch with an adult, apprenticeship of their choice, first in line, etc. These are less tangible items with increased connection opportunities).

VISUAL SYSTEMS for K-5 classrooms include: student numbered pockets with colored stages of awareness, “theme based” leveling up systems and Dojo system (avatar generated system that tracks response and behavior)

**TIER 1:** (Classroom) Each classroom teacher uses an INCENTIVE TICKET (Northern Star) 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 Polar PAWSITIVE PAWS (tickets). Students place their Northern Star/8 C's 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: Character Development, 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) which serves as a launching pad for our school's motto: Lead by Example.

Building healthy and positive relationships remains the CORE focus of all interactions amongst staff and students. Increased attention is given to identifying STUDENT STRENGTHS and STUDENT INTERESTS, tapping into this knowledge to establish connections, provide opportunity for leadership development and engage students in learning. For example, our YEAR of STRENGTH 2015, increased opportunity for community mentorship on SPARK opportunities (Lighting the Spark, Fueling the Fire), whereby students are connected with mentors to explore their interests and collaborate with others. Our YEAR OF COURAGE 2018, focused on building stamina/perseverance, failing forward, daring greatly to learn, grow, lead.

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 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) Olweus Classroom Family Meetings that occur every day (20 minutes). These meetings focus on Bully Prevention Instruction, Role-Playing, debriefing, problem solving and team building.

**TIER 1:** (Classrooms) Guidance Character Lessons occur routinely with 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, our schoolwide positive behavior program focuses on how our students can ROAR in our school community. Students ROAR by being

**Respectful**

**On-task**

**Always safe**

**Responsible**

In the beginning of the year, our teachers and staff model what it means to ROAR in multiple areas of the building, such as in the classroom, cafeteria, hallway, at recess, and on the bus. 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 purple Polar Bear ROAR card. These cards are distributed by any staff member in the building. These cards include character attributes from our *Northern York County School District Profile of a Graduate*. Throughout the school year, we gradually introduce the 8 “Cs” from our *Profile of a Graduate* (creativity, courage, communication, conscientious, collaboration, contributors, critical thinking, and competent). Teachers and staff members indicate how the student went above and beyond in one of the aforementioned areas. The student then completes the ROAR card and places it into a grade level raffle basket. At the end of every week, 12 names are selected from all of the baskets. These students are able to participate in a special incentive activity. In addition, students who receive the most tickets for the marking period are recognized in our school lobby on the SME Leaderboard.

In addition to our schoolwide positive behavior program, our classroom teachers hold class meetings to focus on topics such as a building a positive classroom community and bullying prevention. Once a 6-day cycle, our school counselor provides instruction targeting the social and emotional development of elementary students, along with the 8 “Cs” in our *Profile of a Graduate*.

### **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.

Each month a character is shared/explained by the principal. The character trait is illustrated through a picture book, which is shared with each class. The monthly character trait is also emphasized through daily quotes and messages that are shared through our broadcast studio.

- 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 will be invited to have lunch with the principal in “box seats” (on the stage in the cafeteria)

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 in front of their peers and a prize.

Students who go above and beyond the behavior expectations are recognized in front of their peers with a High Five award. The principal also makes a “Good News” phone call home to share the news with the student’s family.

For students who demonstrate academic persistence, effort, and success a race car is added to the school’s “Road to Success” and are publicly praised in front of their peers.

We also continue to work on eliminating any bullying that may be taking place in our building through the implementation of the Olweus Anti-Bullying Program.

### **Northern Middle School**

At Northern Middle School, we are in the fifth year of the 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 the cafeteria during lunch. 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 utilizing Sean Covey’s 7 Habits of Highly Effective Teens in 7th grade. Each month, students are taught a character trait from the book. Sixth and eighth grades also receive character education that coordinate with activities throughout the school year (i.e. Acts of Kindness during the holiday season). 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 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 Wednesdays during all three lunch periods. 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. For the past 3 years, Northern High School has partnered with Rachel’s Challenge for both whole school and workshop style programs aimed at lowering the schools susceptibility to harassment, bullying and school violence.

With the leadership of the Director of Safety and Security Services, the school district implemented an online bullying reporting and complaint form called See Something Say Something. Here, students can anonymously report bullying that is happening to them or bullying that they see happening to others. Students are using this platform to report bullying. All reports are looked into by Administration and the Director of Safety and Security. During the 2018-2019 school year, the High School was also introduced to the Safe to Say Something program as well. This is yet another



online (anonymous) way for students to report school issues. All students were trained in how to use this program.

In addition, the 2018-19 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 plan to give the survey again during the 2019-2020 school year.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

### **Interagency Collaboration in Providing Services:**

Interagency collaboration begins at the pre-school level. The District and the Capital Area Intermediate Unit (CAIU) coordinate procedures for the Early Intervention Transition to School Age Program. The IU corresponds with agencies that provide early intervention services such as Head Start, United Cerebral Palsy, and the IU Preschool Program. A meeting is scheduled for parents to meet with representatives from the IU and the School District. Discussion occurs regarding the programs and services available in the school district. Students' individual Evaluation Reports and Individualized Education Plan are received by the school district from the pre-school program. The District also observes all early intervention students before entry in kindergarten.

Multidisciplinary evaluation is conducted prior to entering school to assist in determining an appropriate educational placement. This insures that a child moves from early intervention to a school age program with all necessary supports and services available at the start of the school year. The CAIU Interagency Coordinator is available to share information about services and supports available through the Intermediate Unit and listens to ideas and suggestions of new programs or services that may be needed. The local agencies participate in requested interagency meetings and share their knowledge of programs and services available outside of the school district and/or Intermediate Unit systems. Additionally, our participation with the Capital Area Regional Transition Council affords us collaboration with an even greater number of community agencies.

The district maintains an ongoing relationship reaching out to different agencies. The district maintains a Memorandum of Understanding with Carroll Township Police Department, Northern Regional Police Department, and the Pennsylvania State Police (Wellsville). The district also maintains communication and collaboration with York County Children and Youth, York County

Probation, and York County Mental Health/Intellectual Disabilities. The district also has a CASSP worker from MH/ID who attends team meetings upon request and will assist the parents with the paperwork process necessary to activate services. At times the district school nurses and guidance counselors have assisted the parents in completing necessary paperwork to activate services. The district's school psychologist as well as guidance counselors assist families with coordinating outside mental health services, such as; medical ACCESS applications, CHIP applications, MH/MR services, etc.

MH/MR caseworkers are invited to participate in IEP meetings. The district collaborates with caseworkers in recommending services outside of the educational program. TSS services are provided in the school setting. If a student receives behavior support from an agency, the school district meets with parents and agency staff to review and plan student goals.

### **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 IU Interagency Coordinator, local community child-serving agencies (county Mental Health and Intellectual Disabilities 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:**

In past years, existing contracts with private agencies and increased programs operated by our local consortium have alleviated most of the difficulty. When the District experiences difficulty locating placements and services for students, the School District through the IEP team process has delivered instruction in the home, while at the same time working with York County Child and Adolescent Service System Program (CASSP), the IU interagency coordinator, as well as the regional interagency coordinator at PaTTAN to coordinate appropriate educational placement, as well as community support.

CASSP meetings occur if needed for students involved with more than one agency, including the school. These meetings are useful for coordinating efforts of all interested parties, including the parents. At these meetings, a better understanding of the student occurs and additional services are considered as part of this process. The district has a well established working relationship with our local CASSP coordinator and has experienced many successes in working through difficult situations. The district also supports Behavioral Health Services for students and encourages Wrap-around support including TSS and behavior support in the school setting.

Intensive interagency coordination provides assistance to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. Coordinated efforts are made to ensure successful attendance and participation in the district's programs. Alternative programming is also considered as part of this process.



# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
<b>River Rock Academy</b>	Other	Emotional Support	3
<b>Yellow Breeches Educational Center</b>	Special Education Centers	Emotional Support	3
<b>Hilltop Academy</b>	Special Education Centers	Emotional Support	5
<b>Vista</b>	Approved Private Schools	Autism Support	1
<b>Mechanicsburg High School</b>	Neighboring School Districts	Emotional Support	2
<b>New Story</b>	Special Education Centers	Emotional Support	2
<b>Cumberland Valley High School</b>	Neighboring School Districts	Emotional Support	1
<b>Pediatric Specialty Care at Lancaster</b>	Other	MDS	1
<b>Northside Elementary</b>	Neighboring School Districts	Life Skills	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* Added additional teacher do to high case load numbers (near compliance limit)

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 11	4	0.25
<b>Locations:</b>				
<b>Dillsburg Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	9 to 11	7	0.75
<b>Locations:</b>				
<b>Dillsburg Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018

*Reason for the proposed change:* \*NYCSD employs two Itinerant Emotional Support Teachers. Each Itinerant Emotional Support Teacher covers two buildings. During the 2018-2019 school year in order to make the caseloads numbers comparable, Position #2 covered Wellsville Elementary rather than Dillsburg Elementary, which she covered previously. Jess Haas visited Wellsville Elementary on September 26, 2017 to approve building SEPRN.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	7	0.25
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
Wellsville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	20	0.75
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	17	0.75
<b>Justification: This clinician services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	12	0.25
<b>Locations:</b>				
Northern Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: January 7, 2016**Reason for the proposed change: Update special ed plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 12	6	0.25
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>Northern Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 12	14	0.75
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>Northern Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: January 7, 2016**Reason for the proposed change: Update special ed plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	9 to 11	11	1
<b>Locations:</b>				
<b>Northern Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: January 7, 2016**Reason for the proposed change: Update special ed plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	6 to 9	5	1
<b>Locations:</b>				

<b>Northern Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Clinician is only servicing one building and not 2**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 12	42	1
<b>Justification: This clinician services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>Northern Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 11	5	0.25
<b>Locations:</b>				
<b>South Mountain Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	9 to 12	12	0.75
<b>Locations:</b>				
<b>South Mountain Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2018*Reason for the proposed change:* On previous program profile the teacher only served Itinerant students this year she has both Itinerant and Supplemental students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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<b>Itinerant</b>	Learning Support	6 to 9	3	0.5
<b>Locations:</b>				
<b>South Mountain Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 9	2	0.5
<b>Locations:</b>				
<b>South Mountain Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #11

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 28, 2018

*Reason for the proposed change:* \*NYCSD employs two Itinerant Emotional Support Teachers. Each Itinerant Emotional Support Teacher covers two buildings. During the 2018-2019 school year in order to make the caseloads numbers comparable, Position #11 covered Dillsburg Elementary rather than Wellsville Elementary, which she covered previously.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	7 to 12	12	0.75
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>South Mountain Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	7 to 11	6	0.25
<b>Justification: This teacher services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>Dillsburg Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #12

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 26, 2020

*Reason for the proposed change:* Clinician is now servicing a new building.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 12	35	0.75
<b>Justification: This clinician services grades k-5, but not outside the age range at the same time.</b>				

<b>Locations:</b>				
<b>South Mountain Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	14 to 20	6	0.25

**Justification: The speech clinician serves grades 9-12 (Including Life Skills) but not outside the age range at the same time.**

<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #13

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* January 2, 2018

*Reason for the proposed change:* Renovation to building

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	7 to 11	5	0.25

**Justification: Teacher serves grades K-5, but not outside the age range at the same time.**

<b>Locations:</b>				
<b>Wellsville Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	7 to 11	13	0.75

**Justification: Teacher serves grades K-5, but not outside the age range at the same time.**

<b>Locations:</b>				
<b>Wellsville Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #14

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* January 7, 2016

*Reason for the proposed change:* Update special ed plan

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 13	14	0.5

<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	11 to 13	5	0.5
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 14	12	0.75
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	12 to 14	4	0.25
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Serves no supplemental students at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	13 to 14	18	1
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 15	15	1
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 14	10	0.2
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	11 to 14	16	0.8
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 15	9	0.5
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	11 to 15	5	0.5
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	11 to 14	11	1
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* Vision teacher servicing additional buildings.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	12 to 12	2	0.05
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	10 to 10	1	0.05
<b>Locations:</b>				
<b>Northern Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	15 to 18	3	0.05
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.05
<b>Locations:</b>				
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.05
<b>Locations:</b>				
Wellsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* Teacher serving no supplemental students at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	16	1
<b>Locations:</b>				
Northern High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* Supplemental Support is needed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	13	0.7
<b>Locations:</b>				
Northern High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	3	0.3
<b>Locations:</b>				
Northern High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* Supplemental Services are needed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 17	27	0.7
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 17	3	0.3
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019*Reason for the proposed change:* Supplemental Services provided.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	16 to 18	27	0.7
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	16 to 18	3	0.3
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* Supplemental Services Needed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	17 to 19	21	0.7
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	17 to 19	3	0.3
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 18	20	1
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 18	21	1
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		



**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2020*Reason for the proposed change:* Clinician no longer servicing Northern Elementary.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 11	35	1
<b>Justification: This clinician services grades k-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
<b>Wellsville Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 7, 2016*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Autistic Support	5 to 11	7	1
<b>Justification: Classroom exceeds in age ranges. Waivers for students outside the age range are included in students IEPs .</b>				
<b>Locations:</b>				
<b>Dillsburg Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* January 7, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 14	17	1
<b>Locations:</b>				
<b>Northern Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #33***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 24, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	15 to 21	17	1
<b>Justification: The ages exceed the age range. Age waivers are included in the IEP's for students that fall outside the age range.</b>				
<b>Locations:</b>				
<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #34***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 29, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 10	5	0.5
<b>Locations:</b>				
<b>Dillsburg Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	5	0.5
<b>Locations:</b>				
<b>Dillsburg Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: January 2, 2018**Reason for the proposed change: Renovation of building**Explain any unchecked boxes for facilities questions: none***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Multiple Disabilities Support	6 to 11	8	1
<b>Justification: The ages exceed the age range. Age range waivers are included in the IEP's for those that exceed the age range.</b>				
<b>Locations:</b>				
<b>Wellsville Elementary</b>	An Elementary School	A building in which General Education		

	Building	programs are operated		
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**Program Position #36***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	5	1
<b>Justification: Class may exceed 3 year age range. Justifications will be included in student's IEPs that exceed the 3 year age range.</b>				
<b>Locations:</b>				
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 6	2	0.05
<b>Locations:</b>				
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.05
<b>Locations:</b>				
South Mountain	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	2	0.05
<b>Justification: The clinician services grades K-5, but not outside the age range at the same time.</b>				
<b>Locations:</b>				
Wellsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.05
<b>Locations:</b>				

<b>Northern High School</b>	A Senior High School Building	A building in which General Education programs are operated		
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## Special Education Support Services

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
<b>One Director of Student Services</b>	District Wide	1
<b>1 Instructional Advisor</b>	District Wide	1
<b>1 Instructional Assistant</b>	Dillsburg Elementary	0.94
<b>1 Instructional Assistant</b>	Dillsburg Elementary	0.9
<b>2 Instructional Assistants</b>	Dillsburg Elementary	0.86
<b>1 Instructional Assistant</b>	Dillsburg Elementary	0.83
<b>1 Personal Care Assistant</b>	Northern Elementary School	1
<b>2 Instructional Assistants</b>	Northern Elementary School	0.9
<b>1 Personal Care Assistant</b>	Northern Elementary School	0.98
<b>3 Instructional Assistants</b>	Northern Elementary School	0.86
<b>3 Personal Care Assistants</b>	Northern Elementary School	0.83
<b>2 Instructional Assistants</b>	Northern Elementary School	0.75
<b>1 Personal Care Assistant</b>	South Mountain Elementary	0.98
<b>1 Instructional Assistant</b>	South Mountain Elementary	0.94
<b>1 Instructional Assistant</b>	South Mountain Elementary	0.86
<b>1 Personal Care Assistant</b>	South Mountain Elementary	0.86
<b>2 Instructional Assistants</b>	South Mountain Elementary	0.83
<b>2 Instructional Assistants</b>	South Mountain Elementary	0.69
<b>1 Instructional Assistant</b>	South Mountain Elementary	0.6
<b>3 Instructional Assistants</b>	Wellsville Elementary	1
<b>3 Personal Care Assistants</b>	Wellsville Elementary	1
<b>1 Instructional Assistant</b>	Wellsville Elementary	0.86
<b>1 Instructional Assistant</b>	Wellsville Elementary	0.83
<b>1 Personal Care Assistant</b>	Wellsville Elementary	0.83
<b>1 Instructional Assistant</b>	Wellsville Elementary	0.6
<b>2 Instructional Assistants</b>	Northern Middle School	0.98
<b>2 Instructional Assistants</b>	Northern Middle School	0.94
<b>3 Instructional Assistants</b>	Northern Middle School	0.86
<b>1 Personal Care Assistant</b>	Northern Middle School	0.86
<b>2 Instructional Assistants</b>	Northern Middle School	0.83
<b>2 Instructional Assistants</b>	Northern Middle School	0.76
<b>2 Instructional Assistants</b>	Northern Middle School	0.69
<b>2 Instructional Assistants</b>	Northern High School	1
<b>2 Instructional Assistants</b>	Northern High School	0.94
<b>1 Instructional Assistant</b>	Northern High School	0.9
<b>2 Instructional Assistants</b>	Northern High School	0.86

<b>1 Instructional Assistant</b>	Northern High School	0.83
<b>1 Instructional Assistant</b>	Northern High School	0.75
<b>2 Instructional Assistants</b>	Northern High School	0.69
<b>1 Transition Coordinator</b>	Northern High School	0.2
<b>1 Work Study Coordinator</b>	Northern High School	1
<b>1 Occupational Therapist</b>	Northern York County District	1
<b>3 School Psychologist</b>	Northern York County District	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Therabilities/Physical Therapy</b>	Outside Contractor	10 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p><b>Baseline:</b></p> <p>As of January 2020, the District has 60 students with a primary diagnosis in the autism spectrum. Ten of the 60 students are educated outside the District; one in approved private schools and nine in supplemental or full time autism support classrooms operated by the intermediate unit or private providers. The remaining students attend Northern York County School District.</p> <p>In order to assure the students receive the appropriate supports, the district employs two elementary, one middle school and one high school itinerant autism support teacher to meet the needs of providing support to both students with autism and to the teachers who teach students with autism. One of our elementary autism support teachers is a Board Certified Behavioral Analyst and she provides consultation throughout the school district as needed. The second elementary autism support teacher is currently enrolled in a Master's level ABA program at Penn State University. The autism support teachers annually attend the PDE Autism Conference.</p> <p>District autism support teachers provide training to district teachers and the instructional aides who work with these students. Prior to the start of each school year each regular education teacher with a student with an autism diagnosis on their class roster will receive information about autism and have the opportunity to review the IEP with the teacher and instructional aides (if applicable). Within the first week of school the autism support teacher will meet individually with each teacher to assure they are aware of the specially designed instruction and classroom strategies for the student to achieve success in school. In addition, teachers are encouraged to attend workshops and trainings throughout the year on autism.</p> <p><b>Anticipated Annual Trainings:</b></p> <p><b>Autism Support Training-</b> At the beginning of each year, regular education teachers with a student with an autism diagnosis attend a training, provided by the itinerant autism support teacher on student characteristics and classroom</p>
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	<p>strategies for students with autism.</p> <p><b>Navigating the Autism Spectrum-</b> Strategies will be presented for working with students on the Autism Spectrum. Presentation will include a discussion of classroom as well as social based strategies to assist students. Topics will focus on communication, behavior, sensory needs, reinforcement, data collection, and prompts.</p> <p><b>Social Competence-</b> Children with autism have difficulty with social competence. Participants will learn strategies to teach social competence. Learn about effective strategies to increase social competence and learn key vocabulary to offer continuity between home and school.</p>
<b>Person Responsible</b>	Jason Beals, Assistant Superintendent and David Borrell, Director of Student Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	20
<b>Provider</b>	Northern York County School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

## Behavior Support

<b>Description</b>	<p><b>Baseline:</b></p> <p>1. Staff members are trained on the behavior support policy and also are offered staff development programs to provide them with additional strategies</p>
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and/or trainings in behavior management. Many district staff members have attended workshops outside the district on the topics of Behavior Management.

2. The district is committed to providing training in the area of Safe Crisis Management (SCM). Seventy-two staff members are certified in SCM including 5 staff members who are certified as SCM trainers. These faculty members are specifically trained to avert and diffuse explosive behavioral situations which may occur in school. **Much training is given to the preventive nature of this approach, including de-escalation techniques.** Many of these concepts are incorporated into the behavior support plan of our student's IEPs.

3. The district employs two Emotional Support teachers who provide itinerant support to identified students in the elementary school. Staff members are trained regarding the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management.

4. The district employs an Emotional Support teacher who provides itinerant support to identified students in the middle school. Staff members are trained regarding the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management.

5. The district employs two Emotional Support teachers who provide itinerant support to identified students in the high school. Staff members are trained regarding the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management.

6. Two of the district's elementary emotional support teachers is a Board Certified Behavior Analyst, she provides consultation throughout the school district as needed. One elementary emotional support teacher, one elementary multi-disability teacher, and one high school life skill teacher is currently enrolled in an ABA Master's level program.

7. The district contracts with outside agencies to provide emotional support services to those students who require a higher degree of support than is available within the least restrictive environment.

8. The school psychologists as well as the Capital Area Intermediate Unit have provided and will continue to provide trainings on Functional Behavior

Assessments and Behavior Intervention Plan. The school psychologists also provide support for MTSS/CST teams in completing Functional Behavior Analysis (FBA) and in the development of positive behavior support plans.

9. The District contracts with Dr. Shawna Brent, board certified child/adolescent psychiatrist. Dr. Brent provides consultation to the school district to provide services to those students and their parents who are in need of psychiatric consult.

10. The district is working with a neighboring district to run three therapeutic emotional support classrooms, one at the elementary level, one at the middle school level, and one at the high school level. The program began operation at the start of the 2006/2007 school year. Therapeutic counseling is provided by Merakey. Psychiatric consultation is provided by Dr. Shawna Brent, board certified child/adolescent psychiatrist.

11. After **every** out of school suspension, a meeting is held with the student, family, and School District to develop a plan and if the student is exceptional the team reviews the IEP to assure proper plans are in place to promote the success of every student. The District conducts manifestation reviews when the out of school suspension constitutes a pattern. The District also conducts many Functional Behavioral Assessments in order to aid the team in determining proper behavior plans to be added or modified in the student's IEP. A School Psychologist is always involved in each Functional Behavior Assessment or Manifestation Determination.

12. All district buildings have implemented a School wide Positive School Wide Behavior Program to increase positive behavior school wide. The School Wide Positive Behavior Programs have had a positive impact on school wide behavior.

13. Referrals are made to the Student Assistance Program (SAP) team at both the middle and high school level. 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 include teachers, administrators, school nurses, guidance counselors. SAP team members are all specially trained to serve on the SAP team, training is provided by the Intermediate Unit. The team meets weekly to discuss referrals and make recommendations. An outside counselor is contracted through True North Health Services.

14. Staff members are trained on the district's behavior support policy and also

	<p>are offered staff development programs to provide them with additional strategies and/or training in positive behavior support and de-escalation strategies. District staff members have attended workshops outside of the district on the topics of positive behavior support and de-escalation strategies.</p> <p>15. All new staff participate in an induction workshop that focuses on effective classroom management, de-escalation strategies, and positive behavior support. All of these methods emphasize prevention of explosive behaviors and de-escalation strategies.</p> <p><b>Anticipated Trainings:</b></p> <p><b>Functional Behavior Assessment Training-</b> Functional Behavioral Assessment Training will cover the 3 step process and provide case studies to follow throughout the training</p> <p><b>Designing Interventions Based on FBA data Training-</b> Functional Behavioral Assessment Training will cover further analysis of data collection, matching interventions to functions of behavior, creating Positive Behavior Support Plans and refining behavioral goal writing and progress monitoring</p> <p><b>General Behavior-</b> Participants will learn strategies for dealing with ODD, ADHD, Autism, ES, etc. Participants will learn: how to de-escalate, to prompt, to gently insist (don't argue), to problem solve, and to allow wait time. Participants will also learn about the IEP process, understanding specially designed instruction.</p> <p><b>De-Escalation/Conflict Resolution-</b> Participants will learn how to develop a peaceful classroom through De-escalation and conflict resolution strategies.</p> <p><b>Safe Crisis Management (SCM) Initial and Recertification Training-</b> SCM is a comprehensive training program focused on preventing and managing crisis events and improving safety for students and staff in schools. SCM provides a continuum of prevention, de-escalation and emergency safety physical intervention strategies for responding to aggressive behavior in schools. The SCM curriculum has an emphasis on building positive relationships with individuals.</p>
<b>Person Responsible</b>	Jason Beals, Assistant Superintendent and David Borrell, Director of Student

	Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	20
<b>Provider</b>	Northern York County School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

	Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting Analysis of behavior data
<b>Evaluation Methods</b>	Classroom student assessment data Participant survey Analysis of behavior data

## Paraprofessional

<b>Description</b>	<p><b>Baseline:</b></p> <p>As of January 2020, Northern York County School District employees 69 paraprofessionals. All paraprofessionals in Northern York County School District are Highly Qualified. Forty three percent of paraprofessionals have 2 years of college or more. Fifty seven percent of paraprofessionals have passed the Comprehensive Assessment of Paraprofessional Educators (CAPE). The CAPE test is designed to permit paraprofessional educators and their employers to fulfill requirements of the federal legislation known as No Child Left Behind (NCLB). Paraprofessional educators must demonstrate their knowledge of reading, writing, and mathematics along with their ability to assist with instruction or readiness in each of these areas. The District contracts with CAPE and the test is administered several times a year on site to paraprofessionals who are hired by the District who do not have at least two years of college.</p> <p>Paraprofessionals are also invited to participate in all trainings that are provided to teachers. In addition, paraprofessionals attend workshops specifically designed to improve basic skills for the paraprofessional in the</p>
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areas of managing problem behavior, safe physical management, understanding the IEP, supporting students in regular education.

In addition to District In-service Programs, paraprofessionals are encouraged to attend out of district workshops or in-service programs. The district also provides an extensive summer program for paraprofessional in all areas of staff development. Paraprofessional staff are given information about workshops and trainings and are encouraged to attend when possible.

Many paraprofessionals also take advantage of the Special Education Paraprofessional Training Series provided online on the Pennsylvania Department of Education website.

The District also invites paraprofessionals to complete an independent book study. Only one book study project will be permitted per year. Guidelines are as follows:

1. Paraprofessionals choose a book relating to their assignment/role in the classroom or choose from an approved list. Books will be available for loan from the Student Services Office.
2. Paraprofessionals may choose a book of their choice; however, it must be approved by David Borrell, Director of Student Services prior to reading.
3. Paraprofessionals read the book and keep a log of the time spent reading the book.
4. After completing the book, paraprofessionals complete one activity from options below:
  - a. Write a summary/report of the book. Report should be a minimum of 2 pages.
  - b. Create a classroom/school activity related to something learned in the book.
  - c. Self-created project – must be approved by David Borrells, Director of Student Services before beginning the project.

#### **Anticipated Trainings:**

**All District Teacher Trainings** Paraprofessionals are invited to attend trainings on district in-service days. They will continue to be invited to attend these trainings per the District in-service calendar. In addition, paraprofessionals

are permitted to take professional days during the school year to attend trainings. Staff frequently attends trainings provided by the IU and PATTAN. The district also provides an extensive summer program for paraprofessional in all areas of staff development.

**Every year, trainings are especially designed for paraprofessionals only and are presented during the summer months on a rotational basis or determined by need.**

**Special Education Paraprofessional Training-** This course over special education and behavior basics for newly hired special education paraprofessionals. We will do an overview of various disabilities, special education staff, basics of behavior management, social thinking concepts, and data collection.

**Navigating the Autism Spectrum-** Strategies will be presented for working with students on the Autism Spectrum. Presentation will include a discussion of classroom as well as social based strategies to assist students. Topics will focus on communication, behavior, sensory needs, reinforcement, data collection, and prompts.

**General Behavior-** Participants will learn strategies for dealing with ODD, ADHD, Autism, ES, etc. Participants will learn: how to de-escalate, to prompt, to gently insist (don't argue), to problem solve, and to allow wait time. Participants will also learn about the IEP process, understanding specially designed instruction.

**Behavior Management Strategies- What is Planned Ignoring-** Participants will learn a variety of behavior management strategies commonly used in today's classroom and why they are implemented. There will be a review of frequently used terms (cheat sheet will be sent home) and then end with a question and answer session.

**What is This Thing Called Special Education?-** Participants will learn about the Individuals with Disabilities Act and Chapter 14 school code- the laws that govern special education, about the evaluation process and IEP development, what is a specific learning disability, other health impairment, ADHD, serious emotional disturbance, intellectual disability, and autism, and what are the nature of all these disability categories and what accommodations and modifications are common to address each disability. This workshop includes many activities, as well as disability simulations.

	<b>Walk In My Shoes-</b> This workshop gives participants the opportunity to actually experience the emotions and stresses that children with varying disabilities face daily. By using simulations the participants temporarily experience the frustration and anxiety of students with special needs.
<b>Person Responsible</b>	Jason Beals, Assistant Superintendent and David Borrell, Director of Student Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	20
<b>Provider</b>	Northern York County School District
<b>Provider Type</b>	School Entity, IU, PATTAN, Individual
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops



<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Classroom observations of paraprofessionals

## Reading

<b>Description</b>	<p>Reading/English Language</p> <p><b>Baseline:</b></p> <ol style="list-style-type: none"> <li>1. All special education teachers have participated in progress monitoring training. Teachers have also received training in using a variety of tools for progress monitoring, including: AimswebPLUS, and i-Ready. Updates on training are provided annually. Progress monitoring is completed weekly/biweekly on all reading and math goals. Progress monitoring graphs are completed and shared with parents in IEP Progress Reports.</li> <li>2. All Special Education teachers are trained in SRA reading. This program is used for reading instruction with students receiving special education reading support. All primary special education teachers have received training in Reading Mastery. All secondary special education teachers have received training in SRA Corrective Reading and the Rewards reading program. These are the primary instructional programs for students receiving reading instruction in a learning support classroom.</li> </ol>
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3. One middle school teacher is trained in Orton-Gillingham.
4. Three secondary special education teachers were Wilson Reading Level 1 trained.
5. All elementary teachers, including special education teachers, K-5 have been trained and use the Developmental Reading Assessment (DRA). The Developmental Reading Assessment (DRA2) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, an instructor can use this information for instructional planning purposes.
6. One elementary and one high school special education teacher are also certified reading specialists.
7. Common assessments are used throughout the district, and all scores are compiled and stored in a database by the Assistant Superintendent. District universal screening assessments are given annually in September, January, and May. These assessments are used to monitor the progress of all students including special education students.
8. LETRS: Language Essentials for Teachers of Reading and Spelling modules 1, 2, 3, 4, 5, 6, and 10 were offered to teachers and aides. These workshops provide deep foundational knowledge to teachers enabling them to understand how students learn to read, write, and spell. Teachers gain an understanding of language structure which allows them to make instructional decisions about their core program and programs for students who struggle. All elementary learning support and two middle level special education teachers have participated in LETRS Module 1 training.
9. Additional reading interventions at Tier 2 and 3 are available. All four elementary buildings have RAVE-O. This is an evidence-based small group reading intervention. In addition, two learning support teachers and one speech pathologist has been trained in LiPS. This is another evidence-based reading intervention for articulation and phoneme segmentation. Core resources for reading (phonemic awareness and phonics) were provided through 95% group. These resources correspond with training on decoding, multisyllabic chip kits, and phonics lesson library. Intervention lessons including chip kits and lesson components associated with the program were staggered from K-2, and grades 3-5 each year during implementation.

10. The district previously offered extended day kindergarten to the bottom 20% of the incoming kindergarten class. Students were screened on registration day and screened again following their participation in the “jumpstart” program. The District will be moving to a full day kindergarten program for all in the 2020-2021 school year.

11. The elementary schools provide a minimum of 1 day a week after-school tutoring from October through April, in any area needed. Instruction is provided by highly qualified teachers in each elementary building.

12. The elementary schools provide Kindergarten workshops parents and family members. Students eligible for supplemental reading support are identified using multiple criteria in both our Title I and non-titled buildings. Kindergarteners and their parents are invited to a program that provides parent training- parents work with teachers 1/2 hour, then practice skills learned with students 1/2 hour.

13. The elementary schools provide a peer helper program. Many students in grade K-5 work with peer helpers before school on spelling, reading, writing, studying, or any other skill that may be needed.

14. Each elementary school has at least one full time reading specialist that provides supplemental reading support for eligible students.

15. Polar Stars is a summer transition program for “at-risk” students that focuses on basic reading, writing and math proficiency, as well as study skills, organizational strategies, and transition to the middle school.

16. In grades 6 and 7, students receive instruction in reading 45 minutes per day. In 8th grade those students who are recommended and elect to take a world language class do not receive explicit reading instruction. In grades 6,7, and 8, students also receive 45 minutes per day of English.

17. 72 High School teachers and administrators participated in The Penn Literacy Network (PLN) professional development. This is a comprehensive professional development/curricular enhancement/school reform program based in the Graduate School of Education at the University of Pennsylvania. In addition, 18 days of instructional coaching was contracted for the past three school years to support implementation of PLN1 and PLN15 trainings.

The Penn Literacy Network embodies professional development and literacy research and provides for the systemic growth of best practices across the

span of PreK-12 classrooms. The PLN framework of The Four Lenses and the development of instructional literacy practices through its Five Reading/Writing/Talking Processes provide the opportunity for reflective practice of the highest order resulting in improved student achievement.

PLN courses and workshop series are centered on educators talking with each other. PLN courses are comprehensive and on-going, typically meeting every few weeks. They combine theory and research with practical implementation of strategies and approaches. Participants try out activities in their classrooms, schools and homes, and reflect on their implementation through journals and courses discussions.

18. Beginning in 2012 to the present, development in English Language Arts has served as an aligned focus for District inservice and training, K-8.

A Balanced Literacy Approach required District workshops around Shared Reading, Guided Reading and Writer's Workshop. All professional staff were required to attend these sessions, with supportive opportunity for the participation of instructional aides (support staff). Instructional alignment and increased application of best practices underscored the outcomes intended. Classroom management, differentiated instruction and formative assessment to drive future instruction, served to scaffold the unpacking of Balanced Literacy within the Elementary Classroom. Additional opportunities for staff to engage in Word Work, Vocabulary and Independent Reading were offered as elective courses throughout the summer months.

Close Reading and Text Dependent Analysis has served as recent focus for all instructional staff. District workshops have unpacked the core elements of Core Reading, propelled Professional Learning Cohorts and Individual Action Plans, and paved the way for Text Dependent Analysis. Support from Administration and District Reading Staff have kept these topics at the forefront for professional development. District aligned inservicing has framed the focus for increased application of nonfiction text, interactive text strategies and application of deeper analysis within reading instruction.

19. 2017-2020 Professional Development Opportunities included:

- Guided Reading- Putting the pieces Together (K-5)
- Unpacking and Understanding the PA Common Core Standards in English Language Arts (K-5)

- Using Mentor Texts in the Reading/Writing Classroom (K-5)
- Independent Reading in the Primary Classroom (K-3)
- DRA2: Developmental Reading Assessment (K-3)
- Text Dependent Analysis (3-8) and DBQ (9-12)
- The Comprehension Toolkit- Language and Lessons for Active Literacy (3-5)
- Close Analysis of Reading Text (K-5)
- Comparing and Contrasting Texts (K-5)
- Informed Word Work (K-5) using Words Their Way (K-5)
- Socratic Seminar: Facilitating Text Analysis (7-12)
- Close Reading- "Notice and Note" (4-8)
- Collins Writing (5-8)
- Penn Literacy Network (9-12)
- 95% Group - Phonics, Blending, Chip Kits, Phonics Lesson Library, and Surge word work (K-6)

**Anticipated Professional Development:**

1. 2020-2021 - LETRS: Language Essentials for Teachers of Reading and Spelling modules (additional LTRS modules will be presented). These workshops provide a deep foundational knowledge to teachers enabling them to understand how students learn to read, write, and spell. Teachers gain an understanding of language structure which allows them to make instructional decisions about their core program and programs for students who struggle. Intermediate Unit and PATTaN offers these workshops regionally.
2. 2020-2021 - Expansion of Wilson Certification - The District will minimally have three staff members, one at each level, complete and implement the Wilson Reading System Level 1 training.
3. 2020-2021 - Foundational Reading Skills - Teachers in grade K-2 and

special education staff will be trained in the Heggerty Phonemic Awareness Curriculum. This program provides daily phonemic awareness lesson plans and explicit instruction in building phonemic awareness skills in a progressive manner. This is provided in a whole group setting.

4. 2021-2022 - Science of Reading - Workshop will be provided related to the science of reading building on the mandatory LETRS Module 1 training. These training sessions will continue to build knowledge base and understanding of the foundational reading skills such as phonemic awareness and phonics. Training will be provided on sound walls and the importance proper articulation of sounds, sounds to text transition, and orthographic mapping for word recognition. Equipped for Reading success by David Kilpatrick will be the basis for this training as well as sound wall resources.
5. 2021-2023 - Evidence-based Reading Interventions - The District continues to align instructional practices to MTSS framework. There is a need for a comprehensive review of existing interventions and alignment meeting student needs in both special education and regular education. The District will identify appropriate interventions, provide training for staff, and strategically plan transitions between elementary, middle, and high school to ensure programmatic continuity and continuum of service. This is a long-range goal.
6. 2020-2022 - Secondary Literacy - The District will engage both the middle school and high school special education staff as appropriate intervention, training, and instruction is identified using evidenced-based strategies/programs. Reading scores for special education student subgroup are below their regular education peers when measured using the PSSA and Keystone Exams. Targeted interventions specific to these grade spans will be identified and implemented with a stated goal of increasing student achievement in the area of Reading and Literature.
7. 2021-2023 - Building Vocabulary - Word work, word attach skills, and content area/academic vocabulary are keep skills that support reading comprehension. Especially when the reading is content-based and nonfiction. Training and support will be provided specific to advancing student vocabulary acquisition skills in grades 3-12.

**Evidence of Results:**

	<p>Professional development aligns directly to the District’s Strategic Plan and Core State Standards, with a clear emphasis on English Language Arts/Reading. Throughout the school year and summer, professional and nonprofessional staff have the opportunity to seek training in English Language Arts/Reading. Professional responsibilities include ongoing development through District facilitated professional developments days, along with local, state and national conferences. Instructional coaches will also provide professional learning community themes focused on supporting foundational reading skills. This will be provide ongoing support and does not rely on single workshop events.</p> <p>District Inservice is crafted yearly around specific instructional initiatives with a central theme driving the focus of training. Workshops are crafted and presented at the District level, with an understanding that ongoing support be fueled through Building Level experiences and Professional Learning Cohorts.</p>
<b>Person Responsible</b>	Jason Beals, Assistant Superintendent and David Borrell, Director of Special Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	75
<b>Provider</b>	Northern York County School District
<b>Provider Type</b>	Non-profit Organization
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Foundational Reading Skills - Science of Reading</p> <p>This series of workshops will build upon the mandatory LETRS Module 1 training offered at PATTaN. These workshops will focus on supporting phonemic awareness and phonics instruction. Programs such as Heggerty</p>

	Phonemic Awareness Curriculum K-2 and David Kilpatrick's "Equipped for Reading Success" will be the basis for training. Phonics instruction will be supported through Wilson Foundations Level K-2 training.
<b>Research &amp; Best Practices Base</b>	<ul style="list-style-type: none"> <li>• LETRS Module 1</li> <li>• Equipped for Reading - Kilpatrick</li> <li>• Heggerty Phonemic Awareness Curriculum K-2</li> <li>• Wilson Foundations Levels K-2</li> </ul>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>



<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

## Transition

<b>Description</b>	<p><b>Baseline:</b></p> <p>1. At the age of 14, special education students are assessed regarding their aptitude and interests as they relate to the world of work. Vocational assessments that identify and measure an individual's strengths and weaknesses as related to their vocational interests and aptitudes are administered to some students through a contract with the Intermediate Unit. All students' interests are discussed at annual IEP meetings with high school course options considered.</p>
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2. The Cumberland/Perry Area Vocational Technical School comes to the high school to share available programs. During a student's eighth grade year, a tour of the Cumberland/Perry Area Vocational Technical School is conducted. Interested students receive an application and apply for admission as tenth grade students. Assistance is given to students who cannot complete the application independently. Students with IEPs are given special education instruction according to the written goals and objectives. Appropriate modifications are made in order to provide the students with required specially designed instruction. A pilot program will be implemented for the 2020-21 school year offering 9th grade students the opportunity to attend the Vocational School in 9th grade.

3. Special Education Students who do not attend the Vo-Tech Program may participate in a work study program. The employment must be related to the student's vocational goals as stated in the Transition Plan that is part of the IEP. This service is generally only offered to seniors, but we have made exceptions for those special needs students who would benefit from a school to work experience.

4. Two special education teachers are members of the CAIU Transition Council and attend the monthly Capital Area Regional Transition Council meetings. Information is then shared with all secondary staff.

5. One of the District's Transition Coordinators teaches students in the district's high school Life Skills Support Program and provides students with many opportunities to participate in pre-vocational activities in the classroom and building. With the assistance of a job coach, students at the age of sixteen explore various job opportunities by working at various local businesses. The job coach works closely with the student and his/her employer to provide positive and beneficial work experiences. In some instances, students continue their employment at the same site after graduation.

6. As part of our Life Skills students' IEPs community-based instruction is provided to all secondary age students. Monthly activities are held and students learn how to access and participate in these recreational activities. Students of the Life Skills class are especially encouraged to attend with supports offered to accommodate their participation. All students are included in school social events, such as dances and provisions are made for students with disabilities when necessary. Special education students are involved in student council activities which often include community-based activities, such as serving dinner to senior citizens. In addition, students in the Life Skills class do various projects throughout the school year by preparing and

selling food items and crafts for the purpose of “earning” money, purchasing needed classroom supplies, and applying practical and logistical math skills.

7. In the fall of 2019, the district purchased licenses for all students for Smartfutures. This program enables teachers to inject a career focus within the classroom to help motivate and guide students towards a transitional pathway. Smartfutures is a K-12 evergreen program that is being utilized throughout the district and provides each student with a career portfolio. Access, to the portfolio, is not only during the student's educational career within the district but also carries over with when they exit. The program is aligned to the PA academic standards for career education and work.

8. On September 10, 2014 several High School Special Education Teachers, High School Principal, Assistant Superintendent, Instructional Advisor, and the Director of Student Services participated in the Indicator 13 training presented through PaTTAN. The purpose of Indicator 13 is to determine the percentage of youth aged 16 and above who have an IEP that includes coordinated, measurable annual goals and transition services that will reasonably enable the student to meet their post-secondary goals. This training was offered through the Commonwealth to assist districts to understand the requirements of Indicator 13 and provide an opportunity to assess their current practices regarding post-school goals, transition planning, and age appropriate transition assessments.

9. In 2016, the LEA administered the Exit Survey for all students who had an IEP and who had dropped out of school anytime during the 2015-16 school year. Student contact information to facilitate the Post-School Survey was also collected at this time.

10. In 2017, the LEA will administer the Post-School Survey to former students who had an IEP and who were leavers at the end of the 2015-16 school year. (These former students have been administered the Exit Survey in the spring of 2012.)

11. One time per year, Pennsylvania Department of Education, Bureau of Special Education distributes “Secondary Transition Resources” information to students who are or will be 14 years of age. These on-line resources contain valuable information to families regarding the transition process.

	<p><b>Anticipated Trainings:</b></p> <ol style="list-style-type: none"> <li>1. Smartfutures Training - Counselors will be trained and they will instruct students on how to utilize the program.</li> <li>2. Reality Check Series: Self-Determination &amp; Self-Advocacy Strategies - This session will focus on helping students develop skills needed to determine life goals as well as attain successful transition in school, work &amp; community settings through self-awareness, problem-solving &amp; decision making.</li> <li>3. Reality Check Series: Preparing Students w/ Disabilities for the College Experience - This session will examine the differences between high school and college and will further explain the procedural steps needed to qualify, obtain and utilize services at the post-secondary level.</li> <li>4. Reality Check Series: Preparing Students with Disabilities for Employment - This session will explore various types of work-based learning opportunities and support that help prepare students for employment after graduation.</li> </ol>
<b>Person Responsible</b>	Jason Beals, Assistant Superintendent and Shelly Thomas, Director of Special Services
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Northern York County School District
<b>Provider Type</b>	School Entity, IU, For Profit Company
<b>PDE Approved</b>	No

<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of Transition Plans in IEPs

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*