

Northern York County SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

650 S Baltimore St
Dillsburg, PA 17019
(717)432-8691
Superintendent: Eric Eshbach
Director of Special Education: Shelly Thomas

Planning Process

For nine months, the school board, administration, and representatives from key groups in our school district were involved in the process of creating a new Strategic Plan for Northern York County School District. The process began in January 2014 and followed a process outlined in the book, *The Leaders Guide to 21st Century Education* (Kay & Greenhill, 2013).

- **ADOPT** (January): The School Board and Administrators held a Saturday retreat to adopt the process for strategic planning and discuss our vision for NYCSD's future.
- **ENGAGE** (March and April): We then began to engage representatives from key groups in and around our District. These included community members, parents, business leaders, teachers, support staff and high school students. During the individual sessions with each "Engagement Group," we discussed the strengths and weaknesses of NYCSD as well opportunities we could take advantage of and threats that keep us from reaching our intended goals. We also introduced the 4 C's to each group (Creativity, Collaboration, Communication, and Critical Thinking) as the foundation for ALL of our work.
- **REFINE** (May): At a meeting at the Maple Shade Barn in Dillsburg, representatives from each of the Engagement Groups came together to analyze the work of each Engagement Group. This "Refining Group" worked to find trends and common themes in the work generated by the dozens of individuals in March and April. In a one-day work session, the Refining Group helped to develop a Mission Statement, Vision Statement and Strategic Values for the District.
- **ALIGN** (June and July): The work then came back to the administration as they developed Goals and Objectives to align with the mission, vision and shared values. Partnered into "Alignment Groups," the administrators (who had been a part of the previous three steps) used what they had learned from these sessions to build the plan for the future. Six Strategic Goals were created based on the themes communicated throughout the process. Under each goal, several objectives were developed defining how we will accomplish each goal.
- **IMPLEMENT** (August): The School Board received the work of the Refining and Alignment groups. At the August 21, 2014 Board Meeting, the School Board approved the Strategic Plan

and set in motion the next steps of implementing the plan. The Goals and Objectives will then become the “jumping off point” for Action Plans that each building and/or department will develop. These action plans will be “fluid,” meaning they may change from year to year as we work to achieve what our District and the community feels is important for a 21st Century education.

This process was intense, but extremely rewarding. This Strategic Plan is not time sensitive (i.e. it is not a five year plan or a ten year plan). It is meant to be on going and able to be adjusted at any point in the process. Thank you to all who participated in the process to keep moving NYCSD in a forward direction, fully prepared to ensure that our students are intellectually prepared, civically engaged, and personally responsible.

This Comprehensive Plan includes a Professional Education Plan, Special Education Plan, Technology Plan, and a Safe and Supportive Schools Plan.

Mission Statement

In developing our mission statement we examined strong beliefs we have about Northern York County School District and public education in general. We sought to answer questions such as:

- Why does NYCSD exist?
- What purpose do we serve?
- What are we attempting to accomplish?
- What do we want for all members of our District (students, staff, board members, and the community)?

THE NORTHERN YORK COUNTY SCHOOL DISTRICT MISSION STATEMENT:

INTELLECTUALLY PREPARED, CIVICALLY ENGAGED, PERSONALLY RESPONSIBLE

Vision Statement

“Whereas mission establishes an organization’s purpose, vision instills an organization with a sense of direction...[it] articulates a vivid picture of the organization’s future that is so compelling that a school’s members will be motivated to work together to make it a reality.” (DuFour & Eaker, 1998)

When developing our vision statement, we asked:

- What do we want to become?

- How do we wish to be perceived?
- In what direction are we headed?
- What is our target?

The NYCSD Vision Statement:

Dedicated to providing a safe environment, the Northern York County School District, in partnership with the home and community, is invested in developing critical, creative thinkers with intellectual curiosity. All students will be prepared to meet the challenges of a dynamic, global society with confidence and compassion.

Shared Values

Values are the guiding principles that clarify HOW to make our vision a reality. They become “strategic” when we use them as a code of ethics that define what we stand for, believe in and consider acceptable as we work to achieve our vision. They are our attitudes, behaviors and commitments that must exist to create the future we have planned.

As we developed the Strategic Values for our District, we found that they naturally fit into the three categories established in the mission statement.

NYCSD, in partnership with home and community, is dedicated to providing a safe environment in which all members of the District strive to be:

Intellectually Prepared

- By engaging in critical and creative thinking
- By exhibiting intellectual curiosity
- By providing a comprehensive education experience that values creativity in academics, arts, and athletics
- By teaching and developing skills in all types of literacy
- By teaching effective strategies in overcoming failure
- By individualizing the learning process

Civically Engaged

- By supporting service-minded activities in our community and beyond

- By meeting the challenges of a dynamic, global society with confidence and compassion
- By offering authentic experiences to provide rational solutions to real world problems
- By nurturing healthy, appropriate relationships

Personally Responsible

- By participating in character building activities
- By embracing teamwork and collaboration to solve problems
- By practicing effective strategies in leadership and followership
- By developing and engaging in effective and appropriate communication
- By demonstrating a strong work ethic
- By building resilience and self advocacy skills

Educational Community

District

Northern York county School District is located in south central Pennsylvania at the northwestern tip of York County. It is bounded on the northern border by Cumberland County and on the west by Adams County. The District with a total of 91 square miles, is strategically located between three major population centers: Harrisburg, the state capital on the northeast; York, the county seat to the southeast; and Gettysburg, to the southwest. The major population center of the school district is Dillsburg, a community of approximately 2500 people. The school district is comprised of seven municipalities, four townships and three boroughs. The townships are Carroll, Franklin, Monaghan and Warrington. The boroughs are Dillsburg, Franklintown and Wellsville. The combined population of all seven municipalities is approximately 20,000 based on 2010 Census.

Schools

The seven school buildings include a comprehensive high school housing grades 9 through 12, a sixth through eighth grade middle school and four elementary schools. One of the elementary buildings, Wellsville Elementary, has two buildings on its campus. The district is divided into four attendance areas for elementary enrollment. The elementary buildings are: Dillsburg Elementary, Northern Elementary, South Mountain Elementary and Wellsville Elementary. Additionally 75-90 students are enrolled and transported to the Cumberland-Perry Area Vocational Technical School

for specialized vocational and technical courses. Programs for special needs students are provided in accordance with federal and state guidelines. Student Assistance programs are available at the high school and middle school levels.

The student population has been growing at about 2% per year over the past ten years. The building enrollments for the 2012-2013 school year were 989 at the high school, 730 at the middle school, 389 at Dillsburg Elementary, 322 at Northern Elementary, 516 at South Mountain Elementary, and 209 at Wellsville Elementary. Class sizes range from 10 to 28 students at the high school, 23-28 students in the middle school, and 14-27 per class at the elementary level.

At the beginning of the 2015-2016 school year, a new addition to Dillsburg Elementary was added and additional sections of grades 3 through 5 were added. To help alleviate overcrowding at South Mountain Elementary, a rezoning occurred. Building enrollments for the 2016-2017 school year are 980 at the high school, 755 at the middle school, 439 at Dillsburg Elementary, 339 at Northern Elementary, 437 at South Mountain Elementary and 232 at Wellsville Elementary.

Planning Committee

Name	Role
Jason Beals	Administrator : Professional Education Special Education
David Borrell	Administrator : Special Education
Joyce Cal	Administrator : Special Education
Jeff Clifton	Administrator : Special Education
Eric Eshbach	Administrator : Professional Education Special Education
Patricia Franko	Administrator : Professional Education Special Education
Pat Franko	Administrator : Professional Education
Matthew LaBuda	Administrator : Professional Education Special Education
Steve Lehman	Administrator : Professional Education Special Education
Sylvia Murray	Administrator : Special Education
Faithe Rotz	Administrator : Special Education
Troy Sauer	Administrator : Special Education
Gerry Schuille	Administrator
Scott Shedlock	Administrator
Vangie Unti	Administrator

Michael Walker	Administrator : Special Education
Jason Young	Administrator
Mike Barndt	Board Member
Chuck Comrey	Board Member
Elisabeth Grinder-McLean	Board Member : Professional Education Special Education
Ann Hoverter	Board Member
John Price	Board Member
Amy Rodgers	Board Member
Ken Sechrist	Board Member
Duane Stone	Board Member
Susan Apicella	Business Representative : Professional Education
Mike Gaffney	Business Representative
Scott Heltzel	Business Representative
Greg Hlatky	Business Representative : Professional Education Special Education
Sherry Houseal	Business Representative
Jason Mathis	Business Representative
Joe Mizrahi	Business Representative
Brian Pare	Business Representative
Louise Best	Community Representative : Professional Education
Nancy Deal	Community Representative
Joyce Heintzelman	Community Representative
Mike Heintzelman	Community Representative
Mariann Hunt	Community Representative
Terry Krimmel	Community Representative
Barb Morgret	Community Representative
Lybb Penick	Community Representative
Denise Powley	Community Representative
Kristine Samsel	Community Representative
Shawna Smedley	Community Representative
Gretchen Strouse	Community Representative
Darlene Wagner	Community Representative
Viki Wonders	Community Representative : Professional Education
Ann Young	Community Representative : Professional Education
Mary Zinn	Community Representative

Kathryn King-Solon	Ed Specialist - Other
Courtney McCauslin	Ed Specialist - Other
Sue Reinaman	Ed Specialist - Other
Rhonda Toohey	Ed Specialist - Other : Professional Education Special Education
Arwa Bowman	Ed Specialist - School Counselor
Dale Reeder	Ed Specialist - School Counselor : Professional Education
Bernard Kniery	Ed Specialist - School Psychologist : Professional Education Special Education
Danielle Magnelli	Ed Specialist - School Psychologist : Professional Education Special Education
Gretchen Beddia	Elementary School Teacher - Regular Education
Jennifer Eley	Elementary School Teacher - Regular Education
Janelle Kopac	Elementary School Teacher - Regular Education
Allyson Lang	Elementary School Teacher - Regular Education : Professional Education
Karolena Lehman	Elementary School Teacher - Regular Education : Professional Education
John Leverentz	Elementary School Teacher - Regular Education
Stacy Miller	Elementary School Teacher - Regular Education
Emily Reed	Elementary School Teacher - Regular Education : Professional Education
Karen Repetto	Elementary School Teacher - Regular Education
Karla Silbaugh	Elementary School Teacher - Regular Education
Bobbi Thomas	Elementary School Teacher - Regular Education
Linda Ulrich	Elementary School Teacher - Regular Education
Melanie Walters	Elementary School Teacher - Regular Education
Carol Wenger	Elementary School Teacher - Regular Education
Kelli Bobby	Elementary School Teacher - Special Education : Special Education
Marc Anderson	High School Teacher - Regular Education
Jen Brink	High School Teacher - Regular Education
Jennifer Mark	High School Teacher - Regular Education
Kathy Nichols	High School Teacher - Regular Education
Lisa Pietropola	High School Teacher - Regular Education : Professional Education
Anthony Taliani	High School Teacher - Regular Education
Jamie Marakovits	High School Teacher - Special Education :

	Professional Education
Beth Reeder	High School Teacher - Special Education : Special Education
Theresa Lowery	Instructional Technology Director/Specialist : Professional Education
Sallie Albert	Middle School Teacher - Regular Education
Connie Bleiler	Middle School Teacher - Regular Education : Special Education
Mary Frederiksen	Middle School Teacher - Regular Education : Professional Education
Susan Hack	Middle School Teacher - Regular Education
Shannon Jones	Middle School Teacher - Regular Education
Kelly Mefford	Middle School Teacher - Regular Education
Kathryn Wicker	Middle School Teacher - Regular Education : Professional Education
Connie Dunlop	Middle School Teacher - Special Education
Cody Ebersole	Middle School Teacher - Special Education : Special Education
Sharon Armstrong	Parent : Professional Education
Jody Asbury	Parent : Special Education
Elizabeth Ayers	Parent
Brent Basom	Parent
Amanda Bradley	Parent
Stewart Byers	Parent
Lori Chance	Parent
Amy Colgan	Parent
Terri Deiter	Parent
Christine Ellis	Parent
Kelly Falck	Parent
Megan Fishel	Parent
Ruth Freed	Parent
Jason Gochenour	Parent
Amber Gunning	Parent
Wendy Hunter	Parent
Karen Landis	Parent
Jeremy Lusk	Parent
Cheri Pentz	Parent
Lindsay Pietropola	Parent
Angela Plavchak	Parent

Lynn Rondon	Parent
Stacey Rose	Parent : Professional Education
Lori Ross	Parent
Bary Sheibley	Parent
Shawn Sober	Parent
Christina Speicher	Parent
Amanda Wallick	Parent
Lisa Wenger	Parent
Melissa Wrightson	Parent
Brandy Zarate	Parent
Shelly Thomas	Special Education Director/Specialist : Professional Education Special Education
Bryce Carroll	Student
Ben Fleming	Student
Rusty Miller	Student
Cheyenne Myers	Student
Emily Noll	Student
Cory Poe	Student
Noah Richwine	Student
Richard Settle	Student
Paige Tamecki	Student
Myranda Taylor	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
Early Childhood Education: Infant-Toddler/Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district typically maintains a 5-year curriculum cycle. The advent of PA Core Standards disrupted this cycle. The district drafted curriculum in the areas of English Language Arts and Mathematics during between 2011-2013. Newly aligned curriculum was completed for Primary Level by July 1, 2013. We returned to our curriculum review cycle during the 2013-2014 school year with guidance, music, and social studies. The PA Core Standards for Literacy in History/Social Studies, Science and Technical Subjects have been introduced and will be addressed during the next curriculum revision. Most recently Elementary Science and a K-12 339 Plan was completed. The School Counselors have drafted the 339 Plan to address many of the improvement areas identified through the last comprehensive plan. A new district curriculum framework was implemented in the 2014-2015 school year that

identifies more explicitly the various curriculum mapping components. While curriculum has been aligned with Chapter 4 available standards, more work is necessary on crafting curriculum maps that ensure consistency and fidelity across the district and across all subject areas. We did not explicitly address the PA Core Standards: Literacy in History/Social Studies, Science and Technical subjects at this grade span as these standards are written for Grades 6-12. While the Early Childhood Education standards were used in the formation of district readiness measures, targets or goals, they are not directly referenced during curriculum revisions as often the Chapter 4/PA Core content standards are emphasized. 2016-2017 will be our Year 1 implementation of a new elementary Science curriculum. Each of the core content courses will be reviewed during the term of this comprehensive plan.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district typically maintains a 5-year curriculum cycle. The advent of PA Core Standards disrupted this cycle. The district drafted curriculum in the areas of English Language Arts and Mathematics during between 2011-2013. Newly aligned curriculum was completed for Intermediate Level by July 1, 2013. We returned to our curriculum review cycle during the 2013-2014 school year with guidance, music, and social studies. While curriculum has been aligned with Chapter 4 available standards, more work is necessary on crafting curriculum maps that ensure consistency and fidelity across the district. All core subjects have completed a curriculum alignment since 2011. 2016-2017 will be our Year 1 implementation of a new elementary Science curriculum. Each of the core content courses will be reviewed during the term of this comprehensive plan.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district typically maintains a 5-year curriculum cycle. The advent of PA Core Standards disrupted this cycle. The district drafted curriculum in the areas of English Language Arts and Mathematics during between 2011-2013. Newly aligned curriculum was completed for Middle School (Grades 6-8) by July 1, 2013. We returned to our curriculum review cycle during the 2013-2014 school year with guidance, music, and social studies. The school counselors aligned our 339 Plan to the ASCA model addressing academic, career, and social/emotional needs of students. The PA Core Standards for Literacy in History/Social Studies, Science and Technical Subjects have been introduced into the Social Studies Curriculum during the 2015-2016 school year. Middle Level Science will incorporate during the next curriculum revision beginning in the 2016-2017 school year. While curriculum has been aligned with Chapter 4 available standards, more work is necessary on crafting curriculum maps that ensure consistency and fidelity across the district. Each of the core content courses will be reviewed during the term of this comprehensive plan.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished

PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district typically maintains a 5-year curriculum cycle. The advent of PA Core Standards and implementation of Keystone Exams disrupted this cycle. The district drafted curriculum in the areas of English Language Arts and Mathematics during between 2011-2013. Newly aligned curriculum was completed for High School by July 1, 2013 in Literature, Biology, and Algebra I. We will be returning to our curriculum review cycle during the 2013-2014 school year with guidance, music, and social studies. The School Counselors drafted the 339 Plan to address many of the improvement areas identified through the last comprehensive plan. A new district curriculum framework was implemented in the 2014-2015 school year that more explicitly identifies the various curriculum mapping components. The PA Core Standards for Literacy in History/Social Studies, Science and Technical Subjects have been introduced and will be addressed during the next curriculum revision. While curriculum has been aligned with Chapter 4 available standards, more work is necessary on crafting curriculum maps that ensure consistency and fidelity across the district. All core subjects have been developed since 2011. Many of our elective/encore courses including Arts and Humanities, Health and Physical Education, Family Consumer Sciences will be drafted in the 2016-2017 or 2017-2018 school year. Each of the core content courses will be reviewed during the term of this comprehensive plan.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Not Applicable

Curriculum*Planned Instruction***Elementary Education-Primary Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Use of unit and lesson plans, curriculum maps, assessment guides, benchmark assessments, school level data teams, formal observations, informal walk-throughs, professional development program, grade level/department meetings, and curriculum committees.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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Processes used to ensure Accomplishment:

Use of unit and lesson plans, curriculum maps, assessment guides, benchmark assessments, school level data teams, formal observations, informal walk-throughs, professional development program, grade level/department meetings, and curriculum committees.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Use of unit and lesson plans, curriculum maps, assessment guides, benchmark assessments, school level data teams, formal observations, informal walk-throughs, professional development program, team meetings, and curriculum committees.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned	Developing

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

Use of unit and lesson plans, curriculum maps, assessment guides, common assessments, school level improvement plans, formal observations, informal walk-throughs, professional development program, department meetings, and curriculum committees.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Student's IEP reflect specially designed instruction that ensures the modifications and accommodations to content for identified students. Additionally, RtII teams in the elementary help ensure the process with goal-setting, interventions, and progress monitoring for struggling but not identified students. At all levels, teachers have developed a variety of locally defined/teacher created summative assessments, study guides, homework assignments, projects, and in-class work scaffolded at various levels of mastery and content development. Various course offerings are available for high school student of all abilities. Content compaction, independent contracts, internships, grade skipping, modified schedules, and dual enrollments with post-secondary institutions are also available for students accelerating their learning at the secondary level.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review

- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

Northern York County School District has identified a supervision model consisting of two modes that will result in the professional development of educators: **Directed**

and Differentiated Supervision

Directed Supervision of the teacher's practice is accomplished through formal and informal observations measured by research-supported best practices. Northern York County School District uses the *Danielson's Framework for Teaching** for this purpose. The collaborative reflections of the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.

Additionally, the district chose to utilize software and online tools to facilitate the supervision of professional staff members.

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to formal observations. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests. This mode provides avenues for self-directed supervision.

An informal classroom visit may take place at any time during the school year. The process need not be evaluative in nature but may allow for discussions to take place between the professional employee and supervisor. Informal classroom visits are often referred to as "walk-throughs". Informal visits need not be scheduled and may not result in the issuance of a *Professional Employee Supervisory Report*. A walk-through form may be issued to the professional employee following the informal visit.

Northern York County School District uses a tiered system for determining the frequency of formal observations. The Directed Supervision mode is used for all the individuals who are new to Northern York County School District, non-tenured, and temporarily employed staff members. Such placement will continue until each professional staff member has received tenure status and a permanent contracted position. All professional staff members will participate in Directed Supervision once every three (3) years using the cycle of supervision. Any professional tenured staff member who is determined by the building administrator to be "In need of improvement" will be placed in the Directed Supervision mode including Focused Assistance within the Directed Supervision mode.

All professional staff members will be evaluated at the conclusion of either the semester or school year. The district utilizes the Summative Evaluation Form issued by the Pennsylvania Department of Education under Act 82 of 2012 (82-1, 82-2, or 82-3).

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district does not currently employ professional staff members assigned the duty of "instructional coach". Additionally, the district does not have a structure in place for supervising department chairs or building level supervisors. These positions and tasks are assigned to building level principals.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

- Use of academic/reading specialists across all four elementary buildings.
- Extended day Kindergarten Program provides multiple opportunities for identified student to receive high quality interventions in a small group environment.
- Data team protocols at the elementary level have resulted in a structure that support the RtII framework and provides learning opportunities in flexible groups.
- Adoption of district Literacy Plan and guided reading supports differentiated instruction

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

- Use of academic/reading specialists across all four elementary buildings.
- Data team protocols at the elementary level have resulted in a structure that support the RtII framework and provides learning opportunities in flexible groups.
- Adoption of district Literacy Plan and guided reading supports differentiated instruction

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

- Data team meetings/Team meetings to use pre-assessment data for small groups
- System in place to identify students early in the process that are at-risk to meeting grade level expectations
- Supports in place through Reading and Mathematics Acceleration (double period) to support regular classroom instruction
- Beginning to emphasize use of formative assessment to inform and guide instruction

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of

	district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

- Building level Data team uses performance data to inform proper placement of students
- System in place to identify students early in the process that are at-risk to meeting grade level/course expectations
- Supports in place through Math Labs to provide extra assistance in Algebra I
- Beginning to emphasize use of formative assessment to inform and guide instruction
- Leveled courses provides grouping practices
- Expanded Advanced Placement options to include; English Literature, Lit and Composition (2013), Statistics, Calculus, US History, Government, Spanish (2013), French (2013), Art Studio, Physics, Biology (2014), and Chemistry (2014)

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Northern York County School District has the benefit of proximity to several institutes of higher education. Such colleges and universities include; Messiah College, Shippensburg University, Wilson College, York College, Penn State University, Gettysburg College, and Dickinson College. Recruiting highly qualified teachers has not been an issue for the district. There has been a need for highly qualified speech clinicians, reading specialists, and guidance counselors in the past. Applicant review, extensive screening process, and site-based hiring practices are utilized throughout the district.

Assignment of the most qualified staff members to meet the learning needs of students has not been a common practice across the district. Efforts to evaluate staff needs and assign to the most challenging students has begun at the secondary level (e.g. Mathematics Department). Building level administrator maintains the right of assignment.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	23.50	23.50	23.50
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	4.50	4.50	4.50
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in		X				

History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X	X	X		
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA		X	X	
Project-based Assessments				X
Local defined/Teacher Created	X	X	X	X
Advanced Placement Exams				X
Industry Standards - NOCTI				X
ACCESS for ELL - WIDA	X	X	X	X
PASA		X	X	X
Common Assessments - Standards Aligned		X	X	X
Curriculum-based Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Aimsweb Benchmark Assessments-Literacy	X	X	X	
Dibels Next - Literacy	X			
Grade Level Standards Aligned Reading/Mathematics	X	X	X	
Aimsweb Benchmark Assessment - Early Numeracy	X			
Locally Defined Writing Benchmarks - Informative, Narrative, Opinion	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	X

MyAccess - Writing conventions			X	
Performing Arts/Visual Arts Portfolios	X	X	X	X
Curriculum-based assessments	X	X	X	X
Kindergarten Readiness	X			
Elementary Spelling Inventory (Words Their Way)	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRA2+	X	X		
RAZ Kids	X			
W-APT (LEP instruction)	X	X	X	X
Orleans-Hanna Algebra Readiness			X	
GRADE/GMADE	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X		
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Building level administrator, content-area specialists, school psychologists, reading specialists, lead teachers, and curriculum coordinator regularly review district assessment plan. The district uses an assessment advisory committee to periodically review assessment practices, types of assessments, and uses to inform district plan needs. The district is continuously evaluating assessment tools that meet the needs of students and assist teachers with the information necessary for informing their instruction. Recent changes included DRA2 for all student in grades K-2, GRADE and GMADE diagnostic assessments grades 2-5, 4-Sight assessment in English Language Arts and Mathematics for grades 6-8, various universal screeners at the elementary level (e.g. ERI, RAV-O, Spelling Inventories, etc), and Keystone-related assessments in the high school. There are ongoing Mathematics pilots in grades K-8 with a variety of online adaptive assessments that personalize student learning and create individualize learning plans for each student. The district plans to adopt grade span tools beginning in the 2017-2018 school year following the results of these pilot programs.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not Applicable

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Building level data teams consisting of classroom teachers, reading specialists, principals, and at times district personnel review, analyze and disseminate universal screening data. This is done in grades K-8 throughout the district. All benchmark assessments, state assessments (ie. PSSA, PASA, Keystone exams, WIDA), nationally normed assessment (ie. Otis-Lennon), and other forms of summative assessment data are entered into an online longitudinal database. This database is accessible to all classroom teachers, content-specialists, building level administrators and curriculum personnel. Universal screeners are administered 3 times per school year. The results are reported out using the online database. Local norms are calculated and rate of improvement for assessments used for progress monitoring are generated.

Other online tools such as PVAAS, eMetric, and the School Performance Profile are used to analyze student performance data on various state assessments.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

All four elementary buildings and the middle school have fully functioning data teams. These teams meet a minimum of three times per school year to review and analyze student assessment data. This data is used for enrollment in to special programs, included but not limited to supplemental reading/mathematics, and Title I programming. RtII/MTSS referrals are managed through the Child Study Team process. This is used throughout the district at all levels. The data drives local building level decisions on flexible groups, strategic and intensive interventions, and coordination of special education services.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned	X	X	X	X

learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

After review and analysis of data, teams determine appropriate instructional practices that help students achieve proficiency in each assessment anchor. Often times this requires a shift in Tier I instructional practices in the core instruction. Such shifts are accomplished through planned professional development and action plan goal setting.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The district has only recently (last three years) implement RtII at the elementary and middle level. Additional structures need to be in place at the secondary level to support instructional strategies linked to student assessment data. The district provided a series of professional development session during the 2013-2014 school year to address active engagement, checking for understanding, and formative assessment. The district has also begun to provide site-based training on Multi-tier System of Support (MTSS) through IU and PATTaN support. We will progress through a 3-year plan of training and implementing a problem-solving MTSS approach at each of our elementary buildings beginning in the 2016-2017 school year.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports		X	X	X
Website		X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters		X	X	X
Press Releases			X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The Assistant Superintendent serves as the assessment coordinator for the district. He/she collects, analyzes and disseminates assessment data efficiently and effectively for use by district leaders, building level teams, and school board. The district uses an online database for warehousing student assessment data that is integrated with the student information system. This system is accessible to all teachers, curriculum administrators, and building level administrators.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

- Course planning guides are not prepared or disseminated in grades K-7. High School guides do include information regarding Keystone Exams, however, specific information regarding historical results is not provided in this format.
- Summative assessment information is not included in student handbooks because this is communicated in so many other ways.
- School Calendar is not a feasible method due to timing on assessment results and need to print publication. Only notification that results will be provided to parents/families on the school calendar.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We collectively examine student achievement data in leadership teams across all schools. Principals engage in a "Principal's Briefing" process that is focused on continuous school improvement. Building level teams examine multiple sources of data throughout the school year. The principal then conducts a briefing before district level administrators. This briefing presents the data as well as the "Glows and Grows" for each building. These process results in defining building level goals that drive teacher individualized action plans.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management		X	X	X
Peer Helper Programs		X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The District continues to evaluate programs and strategies related to safe and supportive schools. School-wide positive behavior supports were implemented in all elementary schools and the middle school beginning in 2010-2011 school year. Recent changes to building safety procedures and protocols were implemented during the 2013-2014 school year. These included modified volunteer policies, visitor identification system, increased camera coverage at the high school, and modifications to existing front office safety devices. All four elementary buildings are trained site-based Olweus Bully Prevention Model schools. Annual training is provided for all new hires. The training also includes parents, bus drivers, instructional aides, and clerical staff. The middle and high school have bully prevention programs that incorporate student groups (ie. NO TIME). A school safety officer is located in the high school and provides school safety and security supports district-wide. There are currently no plans for the placement of a school resource officer.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

NYCSD has data-based teams consisting of building and district level members that review the universal screenings done three times per year to identify high achieving outliers. Additional data reviewed also includes nationally normed assessments (i.e. OLSAT) and standardized assessments (i.e. K-BIT). Instructionally, teachers also utilize curriculum based assessments. These various sources of data are used to support a basis of multiple criteria as defined by Chapter 16. When data indicate a need for further assessment a gifted multidisciplinary evaluation is conducted with parent permission. The GMDT determines eligibility for gifted identification.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X

Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X

Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Classroom teachers and individuals providing interventions meet frequently due to proximity and delivery method of instruction. Co-teaching or push-in model is utilized throughout the district. Supplemental reading support and/or Title I supports are often located within the regular education setting. Collaboration is necessary between the classroom teacher and interventionist in order to plan and deliver instruction. Special education teachers and regular education teachers informally meet almost daily. Supports in-place provide common planning once per cycle in some cases for this collaboration to take place (e.g. special education consult).

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

NYCSD has a loosely coupled process in place for coordination with community early child care providers and after school care. Regular consult meetings are held at the sites housing the before and after school care. A local faith-based organization provides educational services after school for secondary students. Coordination often occurs with informal consultation meetings focused on meeting student needs and aligning to local curriculum (materials and resources). Additionally, the district communicates and fully participates in all Early Intervention programming.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Through the auspices of our special education department, we conduct observations and support program development for our early-intervention students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Continue to implement new curricula in Mathematics and Literacy. Professional development series has focused on early literacy, writing instruction, and mathematics. Coordinated efforts have resulted in more streamlined and articulated program of study. Additional work is necessary in this area to ensure consistency and fidelity across the district.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Continue to implement new curricula in Mathematics and Literacy. Professional development series has focused on early literacy, writing instruction, and mathematics. Coordinated efforts have resulted in more streamlined and articulated program of study. Additional work is necessary in this area to ensure consistency and fidelity across the district. Horizontal and vertical articulations as well as curriculum maps are under development.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Continue to implement new curricula in Mathematics, English, and Reading. Professional development series has focused on writing across the curriculum, Reading for Meaning, and instruction in mathematics. Coordinated efforts have resulted in more streamlined and articulated program of study. Additional work is necessary in this area to ensure consistency and fidelity across the district. Horizontal and vertical articulations as well as curriculum maps are under development. Common planning has benefited the middle level with greater course consistency and common assessments.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Continue to implement new curricula in Mathematics, English, and Biology. Professional development series has focused on writing across the curriculum, Reading for Meaning, and instruction in mathematics. Coordinated efforts have resulted in more streamlined and articulated program of study for each drafted course. Additional work is necessary in this area to ensure consistency and fidelity across the district. Horizontal and vertical articulations as well as curriculum maps are under development. Common planning has

benefited the high school with greater course consistency and common assessments. This is particularly true with recent revisions to Algebra I, Geometry and Algebra II curricula.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms

Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Implementation of SAS materials and resources has not been a focus of any district initiatives over the past three school years. While SAS is often a reference point for access a wide array of resources, it has not been a primary source driving our planning process.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms

Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Implementation of SAS materials and resources has not been a focus of any district initiatives over the past three school years. While SAS is often a reference point for access a wide array of resources, it has not been a primary source driving our planning process.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in

	50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms

English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Implementation of SAS materials and resources has not been a focus of any district initiatives over the past three school years. While SAS is often a reference point for access a wide array of resources, it has not been a primary source driving our planning process.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in

	less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

World Language	Implemented in less than 50% of district classrooms
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Further explanation for columns selected "

Implementation of SAS materials and resources has not been a focus of any district initiatives over the past three school years. While SAS is often a reference point for access a wide array of resources, it has not been a primary source driving our planning process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for	X	X	X	X

effective results.				
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Provide brief explanation of your process for ensuring these selected characteristics.

Curriculum Coordinator meetings, Act 48 Professional Development Advisory Committee, and teacher workshop evaluations.

The district provides relevant professional education opportunities for all professional employees. Differentiated, data-driven professional development is provided through a variety of means. Train-the-trainer model is most often adopted. Partnerships with consortium district and CAIU provide technical support and training. Individual teacher action plans, professional portfolios, differentiated supervision model provide additional supports for professional growth.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
10/31/2013 Online Act 126 training required of all staff - 3 parts totaling 3 hours
The LEA plans to conduct the required training on approximately:
9/30/2017 Annually for new hires
10/31/2018 5-Year wrap-around training

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/24/2016 3 total hours (face to face) presentation
The LEA plans to conduct the training on approximately:
2/20/2017 1 additional hour

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
1/18/2016 Building Level 1.5 hours
The LEA plans to conduct the training on approximately:

1/16/2017 3 hours
6/12/2017 Summer workshop

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is linked to both student achievement data and teacher need as revealed through surveys, data reviews, administrative observations, professional development advisory committees, and curriculum committees. Administrators attend and often lead professional development sessions as their schedule allows. The district provides a very robust summer staff development catalog. The majority of these sessions are planned and presented by local professional employees. The district has attempted to provide clearly defined professional development initiatives (especially at the elementary level). This has permitted a consistent approach with clear expectations. The next scheduled needs assessment will be administered during the 2016-2017 school year. The Act 48 Professional Development Committee will create, implement, and interpret the results of this needs assessment to drive future professional development offerings.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

There are often too many concurrent initiatives that compete for time and resources. This makes ongoing support to teacher regarding implementation difficult. Support before roll-out and on launch is common. However, ongoing support is often lacking after the initial launch of a product or training. As such, we recently contracted to provide instructional coaching through our Penn Literacy Network contract. This coaching element was added in

the 2015-2016 school year and will continue through the 2016-2017 school year. We are also identifying local teachers that could serve as instructional coaches or lab classrooms to meet this need.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know the four domains of Danielson's Framework for Teaching (2013). The program embeds the various components through the entire induction program.

Provide brief explanation of your process for ensuring these selected characteristics.

The induction program includes the following elements; orientation, mentorship program, and professional development series. The district provides a mentor to all new (novice or veteran) teachers to the district. All inductees participate in a series of professional development sessions that are lead by building and district leaders. Each session is tied to the induction plan and aligned to at least one component of the Danielson framework.

These sessions include communicating with families, Special Education and Diverse Students, Data-Informed Decision Making, Educational Technology and District Resources, Classroom Management and Procedures, Instructional Design, and Professionalism.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Our program has been based on the needs of new teachers, as well as district expectations, professional goals, and analysis of student achievement data. Mentor and mentee feedback surveys, inductee survey, informal discussions, and observational data are used to inform programmatic needs. A formal program evaluation is conducted at the end of each school year. The Professional Development Committee will be formally reviewing our Induction Program, and making suggestions for improvement during the 2016-2017 school year.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

The process for mentor selection begins with by identifying the content area, grade level, and building assignment of each staff member. When applicable, all attempts to made to pair a mentorship relationship that exists within the same building, same grade level, and same content/department. Principal recommendation and mentor willingness to serve are key components. Mentors receive a training in August of each year on program specifics, role of mentor, and tools for guiding and supporting new teachers. A session is also provided on peer coaching techniques utilizing the Collaborative 2+2 method for observing within classrooms (Allen & LeBlanc).

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

n/a

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments			X			
Best Instructional Practices		X	X	X		
Safe and Supportive Schools		X				
Standards			X	X		
Curriculum	X			X		
Instruction		X				
Accommodations and Adaptations for diverse learners		X				
Data informed decision making			X			
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We collect feedback data from mentors and inductees on a regular basis. Observational data from formal and informal classroom observations provide data on needs of both individuals and the group of new inductees. The professional portfolios are presented to the mentor, principal, and assistant superintendent at the end of each year. A formal program evaluation with differentiated surveys are administered at the end of year. In addition, the local Professional Development Committee reviews our induction program and makes suggestions for improvement annually.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **443**

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 Child Study Teams which include:

- Review of student performance in comparison to national and/or local norms on District benchmark reading, writing, and math assessments (e.g., AIMSweb, criterion-referenced/ standards-based assessments) provided 2 or 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) which are provided on a weekly or monthly basis depending on the student's individual needs
- Performance on State-wide assessments such as the PSSA
- Performance on a variety of curriculum-based and norm-referenced tests of academic achievement (e.g. GRADE. GMADE, 4 Sight, DRA and writing prompts)

- 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 RTII 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, Boehm, kindergarten screening, DRA, 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 Child Data Team Meetings as well as Child Study Team Meetings.
- Administration of technically sound assessment tools for assessment of cognitive and neuropsychological 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 1st and 3rd grades 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 will 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) should 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 ESL 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, such as eligibility for free or reduced lunch.

- 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 WIN/Intervention Group/Acceleration group instruction and data at the Tier 1 and 2 levels
- Thorough review of supports and research-based instructional procedures via child study team 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 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) 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 implementation at the elementary level with beginning stages of implementation at the middle school level. An overview of the District's progress towards RTII and data-based decision making is documented below.

Documentation of RTII Infrastructure & Implementation

4 out of 4 elementary schools within the District participated in the Response to Intervention Select Team Training meetings facilitated by the Capital Area Intermediate Unit (CAIU). Each team consisted of a variety of school personnel such as administrators, teachers, reading specialists, math specialists, school psychologists, guidance counselors, and behavior/autism support teachers. The dates of initiation of these meetings are listed below. Individual school teams met with a CAIU consultant to review their progress towards RTII implementation and discuss goals for the future.

Dillsburg Elementary School - February 5, 2007

South Mountain Elementary School - March 27, 2008

Northern Elementary School - October 1, 2009

Wellsville Elementary School - October 1, 2009

In August of 2007, the elementary principal at Dillsburg Elementary and district school psychologist provided an overview of what was formerly referred to as the RTI to all elementary teachers and administrators. An RTI Handbook documenting essential steps for implementation was provided to all participants. Within this handout, were detailed problem-solving steps, overview of research-based interventions, and expectations for progress monitoring and data collection.

Over the past 6 years, general education core curriculum and instructional practices were aligned to the PA standards and more recently to the PA Common Core standards. General core curriculum reflects research-based instruction in the big ideas of reading, writing and math. Specifically, at the elementary level, in the area of reading, the district uses the Harcourt Story Time curriculum and, for math, the My Math curriculum is used. The revised reading curriculum addresses the big five areas of phonemic awareness, decoding, fluency, vocabulary, and comprehension and is provided in 90 minutes of uninterrupted instruction per day. In the area of math, the curriculum is based on scientific research and is provided 60 uninterrupted minutes per day. While several teachers use research-based reading and math centers in the regular education setting, we expect to increase the use of such centers as a way to reach more students in the core curriculum. In the area of writing, students are explicitly taught how to write narrative, persuasive, and informational products. Progress

is monitored 2- 3 times per year (depending on grade level) in the areas of focus, content, organization, style, and conventions. As for math, instruction is focused on addressing concept understanding, computing, application, reasoning, and engagement with progress monitored 3 times per year. At the elementary level, administrators and specialists conduct walk-through and observations to ensure fidelity within the core curriculum and supplemental instruction.

The District continues conducting comprehensive norm-referenced, criterion-referenced, formative universal screening and progress monitoring. This continues to occur in the areas of reading, writing, and math which are conducted 3 times per year for the purposes of targeting instructional changes to meet individual needs and determining if it is a necessity to initiate, continue, intensify, or discontinue academic interventions at each Tier. Benchmark assessments are conducted by classroom teachers, specialists, principals, learning support teachers, school psychologists, and/or paraprofessionals. The District has used Performance Tracker as a data management system in which teachers, specialists, and principals input data into this program with specific deadlines to ensure quick feedback to teachers regarding students' progress; however, for the 2015-16 school year, the District is transitioning to Sapphire. Additionally, AIMSweb data continues to be monitored and tracked to inform staff about a student's progress. This data is discussed at Child Data Meetings which are routinely held as well as Child Study Team meetings.

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:

	Focus	Instructional Materials	Programmatic Examples/Individuals Involved	Grouping	Benchmark Assessments
Tier III	For students with marked difficulties in reading and/or math or with behavioral problems who have not responded to tier I and II efforts Target 5% of population	Intervention materials or programs which increase the intensity and explicitness of instruction	Special education itinerant/resource or full time support/ individuals involved same as Tier II + special education teachers	Homogeneous small group instruction i.e. 1:1 – 1:5	Tier I & II plus weekly progress monitoring Diagnostic administered as needed
Tier I	Students at	Supplemental	Title I, Intervention	Homogeneous	Tier I plus

II	risk of academic failure and/or behavioral problems. Target 15% of population	materials/more direct and systematic instruction	Groups, and/or Behavioral intervention plans/ individuals involved same as Tier 1 + additional specialists ----- Additional Tier II Options: Specific Researched-Based Explicit Interventions	small group instruction i.e. 1:5.	progress monitoring administered at least monthly. Diagnostic administered as needed
Tier I	Students on grade level (benchmark)	District core research-supported reading, language arts and math curriculum	Regular education classroom, reading specialists, guidance counselor, speech/language clinician	Whole class/student centers/flexible grouping	Math, reading & writing assessments Sept, Jan, & May Data review meetings at each grade level once every six days.

Students who obtain at-risk performance ratings receive Tier 2 level strategic intervention which includes remedial reading and math research-based interventions with monthly progress monitoring (at the minimum) which is documented in Performance Tracker and via Excel graphs. Another progress monitoring tool used at a Tier 2 & 3 level is AIMSweb. Reading specialists, special education teachers, and school psychologists were trained on the AIMSweb progress monitoring system the Fall of 2008 with on-going training for new staff. Summer trainings were conducted in July of 2014 and August of 2015 related to AIMSweb 2.0 and progress monitoring. Excel spreadsheets and graphs are generated to visually display the results of progress monitoring. Progress monitoring procedures, such as graphing results and using aim lines and trend lines, are essential in order to consistently apply decision rules and/or make eligibility determinations for special education. While select teams review students slope of progress to assist in determining whether progress is sufficient to meet goals/benchmark, this process is not yet consistently followed throughout the District, but continues to be an area for future improvement. Review of students' rate of improvement/slope is necessary to make more timely instructional changes if necessary. For students at the Tier 2 and 3 levels, the AIMSweb progress monitoring tool is available for specialists to input their data and receive immediate feedback regarding a student's response to the research-based instruction and interventions.

In terms of supplemental intervention, elementary schools build time into the schedule for intervention block/flexible grouping. Schedules continue to be modified in order to ensure

sufficient time and intensity of Tier 2 and 3 level research-based interventions. At the middle school level, delivery of additional reading and math instruction/intervention is done during Acceleration by the classroom teacher and/or the reading specialist. Student's need for this type of intervention is based on benchmark assessment and PSSA data. At all levels throughout the District, student progress is provided to parents for review. While the District continues to refine implementation of RTII, data gathered from interventions at Tier 1 and 2 levels 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 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 child study team (CST) meeting about an academic instructional concern in the classroom (Tier I) with interested parties, usually including, a parent, teacher, administrator, and specialists as needed. The group meets to review student performance data (eg, universal screenings and progress monitoring results), establish one or more new instructional goals (Tier II), 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 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 CST process needs to continue. If the CST decides that a student has not responded to Tier I or Tier II (which utilizes research based interventions that have been implemented for a sufficient period of time with the child's responses regularly measured), the 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 Tier I and Tier II 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 no progress is demonstrated after introducing

research based interventions. Finally, when considering a student for a SLD, the multidisciplinary evaluation carefully considers exclusionary factors (eg, 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).

	Target	Materials	Staffing	Grouping	Assessments
Tier III	5% of student population who show marked academic difficulty	Instructional materials are individually tailored to address specific area of student need	Special education, inclusion, specialist staff, and general education as determined	Homogeneous small group instruction	Progress monitoring in the area of concern is added to universal screens
Tier II	15% of student population using specifically tailored academic instruction	Supplemental materials are used to support curricular materials	Specialists and tutors augment general education	Homogeneous small and flexible group instruction based on need.	Progress monitoring in the area of concern is added to universal screens
Tier I	Grade level performance On district language arts and math curriculum	District core language arts and math programs	General education staff	Whole class and flexible group instruction based on need.	Regular universal reading, writing, and math screening

In

SLD

C.

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, 2014 Child Count

	Northern York County SD	State
Total Enrollment	3,190	1,741,605
Total Special Ed Enrollment	420	270,848
Percent of Special Ed Enrollment By Disability	13.2%	15.6%
Autism	16.9%	9.9%
Deaf-Blindness	---	0.0%
Emotional Disturbance	6.9%	8.5%
Hearing Impairment- Including Blindness	---	1.0%
Intellectual Disability	6.4%	6.6%
Multiple Disability	---	1.1%
Orthopedic Impairment	---	0.3%
Other Health Impairment	9.8%	13.2%
Specific Learning Disability	43.3%	43.3%
Speech or Language Impairment	15.7%	15.4%
Traumatic Brain Injury	---	0.2%
Visual Impairment including Blindness	---	0.4%

No significantly disproportionate enrollment data.

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?

NonResident 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 13 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 90.7% of its exceptional student population in their home school district. To this end, the district has implemented full inclusion programming for 66.5% 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 6.6% of its exceptional student population outside the regular classroom. 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 6.8% of the special education population in part time/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. 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.

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

- Social-Behavioral
- * Social skills instruction
 - * Counseling supports
 - * Peer supports (e.g., facilitating friendships)
 - * Individualized behavior support plans
 - * 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 66.5% 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 6.6% of its exceptional student population outside the regular classroom. 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 6.8% of the special education population in part time/ full time classroom. At the present time, the district operates two part time/full time learning support classroom, 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 CAIU 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 40% of the life skill students are competitively employed in the community and currently working 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 settings 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

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. 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 were made and put in each classroom and common areas

- Based on the survey –cafeteria and hallway are the focus areas and we address the in the following manner:
 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 or around you. A letter is earned each day toward spelling the word POLAR PRIDE. When they spell “POLAR” they may sit wherever they want to the next day. When they spell “POLAR PRIDE” They sit wherever they want the next day. Each day students should get feedback on how they did and why they did or did not earn the letter.
 2. Teachers increase visibility in the hallway (standing at door when passing) – Students earn a letter to spell RESPECT for showing appropriate hallway behavior. Behaviors consists of : quiet in the hallway and hands to self. Students proceed on the right side of the stairs and hall. Class reward for this can be determined with students (choose something motivating, but practical for use of time and resources) and include some free time for students.

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.
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.
5. The committee meets monthly to look at building data and address areas of concern in an effort to sustain a positive school climate for students.

Northern Elementary

SCHOOL WIDE EXPECTATIONS

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.

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
SAFE	- Always walk - Keep	- Keep hands & feet to self	- Eat own food - Calm body	- Follow safety rules - Stay within	- Stay within personal space	- Back to back - Seat to seat - Backpack on

	<ul style="list-style-type: none"> hands & feet to self - Stay in one line - Stay to the right 	<ul style="list-style-type: none"> - Wash hands 	<ul style="list-style-type: none"> throughout lunch - Seat to seat - Lights off = voices off 	<ul style="list-style-type: none"> physical boundaries 	<ul style="list-style-type: none"> - Keep hands and feet to self - Walk at all times - Use materials appropriately 	<ul style="list-style-type: none"> lap - Feet on floor - Stay within personal space - Hands and feet to self - Follow all bus safety rules
RESPONSIBLE	<ul style="list-style-type: none"> - Go directly to assigned location - Follow adult directions 	<ul style="list-style-type: none"> - Be quick and quiet - Clean up after yourself - Return immediately to assigned location - Report any needs or concerns noted 	<ul style="list-style-type: none"> - Make room for those sitting at table - Be a problem solver - Clean up your space - Follow directions 	<ul style="list-style-type: none"> - Dress and shoes appropriate for the weather - Be a problem solver - Tell an adult of observed unsafe choices - Line up at whistle 	<ul style="list-style-type: none"> - Clean up after self - Follow directions and classroom routines - Always do quality work - Be a problem solver 	<ul style="list-style-type: none"> - Get on and off bus carefully - Follow driver's directions - Report to adult any observed unsafe choices - Be a problem solver
RESPECTFUL	<ul style="list-style-type: none"> - Remain quiet - Stay within personal space 	<ul style="list-style-type: none"> - Use good manners - Voice level 0, 1 	<ul style="list-style-type: none"> - Use good manners - Raise hand to signal assistance - Wait patiently in line - Voice Level 0, 1 	<ul style="list-style-type: none"> - Use kind language - Take turns - Be a good sport - Respect property and nature - Follow game rules - Voice level 0 to 3 	<ul style="list-style-type: none"> - Work cooperatively - Listen carefully while others speak - Be considerate and kind to others - Voice Level 0, 1, or 2 	<ul style="list-style-type: none"> - Use kind language - Follow driver directions - Voice Level 0 or 1

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 include K-2 classrooms: student numbered pockets with colored stages of awareness. 3-5 classrooms: Dojo system (avatar generated system that tracks response and behavior)

TIER 1

: (Classroom) Each classroom teacher uses a INCENTIVE TICKET (Polar Bucks) 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.

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 paws 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:

(Any 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 Guidance Counselor positive reinforcement geared to student generated list of positive re-enforcers.

TIER 3

: (Any 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 Guidance Counselor positive reinforcement geared to student generated list of positive re-enforcers.

Establishing/Maintaining/Flourishing a Safe/Secure Learning Environment

Our school infuses the programs: Character Counts and the Olweus Bully Prevention Program within all school activities and events. These programs are united through this year's building theme (voted upon by students: 2009- Gratitude, 2010- Generosity, 2011- Grace, 2012- Joy, 2013- Peace, 2014- Love, 2015- Strength) 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. Our YEAR of STRENGTH 2015, has 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 monthly Character Counts pillar word is integrated into guidance lessons, 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 Character Counts.

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 6 days (45 minutes). These meetings focus on Bully Prevention Instruction, Role-Playing, debriefing, problem solving and team building.

TIER 1

: (Classrooms) Guidance Character Counts Lessons that occur every 6 days with Guidance Counselor. These lessons (30 minutes) focus on the Character Count Pillars, 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

Our positive school-wide behavior program at SME is our Merit Program. We implemented it for the first time this year. The program has a student component, and a staff component.

We used the motto, “Showing Merit Everyday” this year. The main idea of the program is to teach the kids different positive behaviors, and then have them demonstrate the behaviors around the school on a regular basis. Examples of the 36 badges are Have an Open Mind, Be Responsible, Assert Yourself, and Include Everyone.

Our program focuses on recognizing positive behaviors in students and adults to build a feeling of community at South Mountain Elementary. Students are able to earn a different badge each week. We give the students daily instruction on each week’s badge, and parents get a preview each Friday of the following week’s badge. The preview includes tips on how to practice the skill with their child at home.

In each classroom and in all common areas around the building, we post the following SME School Rules.

1. I will show respect to my peers.
2. I will show respect to adults.
3. I will show respect to the school rules.
4. I will show respect to property and my school

In conjunction with the Merit Program, we use the Olweus Bullying Prevention model at South Mountain Elementary. We continue to change our activities and promote the program with our students and staff to create a positive school-wide community at South Mountain Elementary School.

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).
- Paw Prints go to those classes that, as an entire class, are marking positive decisions in regards to following school rules.

- -When a class reaches five Paw Prints, each student will receive a pencil.
- -When a class reaches ten Paw Prints, each class will get 10 minutes of extra recess.
- -The class that has the most Paw Prints at the end of the year will get a class party!!! We have a bulletin board in our hallway that helps students/staff members keep track of which classes have the most Paw Prints.

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 pass. Every student with PAWS in the fishbowls receive a little trinket for recognition.

In addition to the PAWS incentive, Northern Middle School teaches character utilizing Sean Covey's 7 Habits of Highly Effective Teens. Each month, students are taught a habit from the book. During the monthly awards assemblies, one student from each team is recognized for displaying the habit taught. Northern Middle School continues to encourage students to be positive, contributing members of the school and to each other.

Northern High School

Currently, School-Wide Positive Supports in place at Northern High School include the Miranda Club and WIN. The Miranda Club, advised by a High School Guidance Counselor, exists in order to orient new students to Northern High School. Members of the club volunteer and introduce/mentor incoming students as they transition to the school. WIN, abbreviation for "When In Need", is a student initiated, student run group that meets after school on Thursdays. Initial focus of the group was to provide a place for students to find connections among their peers. During group, students have the opportunity to build relationships with other students through conversation and game play.

Northern High School launched its bullying program in the 2012-2013 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 then 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 were a big part of the 2013-2014 school year and focused on a variety of topics such as sexting, online digital safety, digital citizenship, disability sensitivity training, the formation of a positive schoolwide student-mentoring program, parent workshops, and general bully prevention measures. With the leadership of the Director of Safety and Security Services, the school district implemented an online bullying reporting and complaint form.

The 2014-2015 school year saw the formation of the Healthy, Safe Schools and Diversity and Unity Committees. These committees will continue to reflect on the current practices in bullying prevention, research effective strategies, and develop a positive climate of diversity in the high school and the community.

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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. Through the annual spring review sessions (TRIPS, T-CARS) organized through the Council, we have opportunity to brainstorm ideas and learn about local supports and services available to enable individual students to succeed. The district maintains an ongoing relationship reaching out to different agencies. The district maintains a Memorandum of Understanding with Carroll Township Police Department and Northern Regional Police Department. 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. Cordero class members are submitted if there are such students involved. 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.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

General Strengths of Program

The special education teaching staff at Northern York County School District is one of the greatest strengths of the special education program. Teachers are dedicated and committed to providing the most appropriate supports and services necessary for each student to receive a free appropriate public education. Teachers continually attend workshops and seminars to expand their skills for the benefit of students. It is not unusual for teachers to volunteer to come in early, stay late, or give up a planning time to provide individual assistance to a student.

Another tremendous strength of the district's special education programming is the collaborative efforts that occur between the special education, general education teachers, building principals, and parents in writing and implementing IEPs. With the district's commitment to inclusion programming, such coordination is not only positive, it is vital for the success of our special education students. Consistent communication exists for the development of lesson plans and classroom activities. Curriculum adaptations and instructional modifications are done in the regular classroom allowing the least restrictive environment possible. The flexibility of the teachers is evident as they shift from assistance in the classroom to team teaching to replacement instruction. As a student's needs change, so does the type of services offered. This ongoing collaboration between general education teachers, special education teachers, administrators, and parents provides a heightened level of understanding of special needs children and assures that students with disabilities receive a free and appropriate education. Teachers also provide teacher and parent training/workshops.

The commitment of the Superintendent and Board of Directors to special education is evident in the services, programs, and personnel that are given financial support. The district provides instructional aide support in good numbers to further the special education programming. There are currently 55 part time or full time aides providing classroom and individual assistance to our special education students as directed by the special education teachers. In some situations, this support is in the form of one-on-one assistance.

The district is fortunate to have two full time psychologists who have a wealth of knowledge. One of the psychologists also has a neuropsychologist certification. They not only do comprehensive testing and evaluations, but they also assist in the Child Study Team process. The school psychologists are also available for consultation to any student, parent and/or teacher. Additionally, the school psychologists provide individual and group counseling, assist with crisis intervention and provide teacher and parent trainings.

Special Education Programming

Reading

The reading programs utilized by special education students is a strength of the District.

Special education teachers have received training that allows them to provide direct instruction in reading using several research based reading programs. Some of these programs include: Wilson, Read Naturally, Reading Mastery, Corrective Reading, Orton-Gillingham, Rewards, etc. Each of these programs is a direct instruction program that utilizes systematic, phonetic-based, multi-sensory techniques. The programs are recognized in the current literature as the most effective methodology to teach reading to students with learning disabilities. Special Education teachers have successfully taken some of these research based programs into the low reading groups in general education classrooms to serve those of our students who are struggling readers. Teachers attend trainings that are provided by the IU and PATTAN in order to remain current in best reading practices.

Emotional Support Programming

The district operates Emotional Support programming in the middle school and the high school. The flexibility of the program allows the teacher to spend extra time with those the students who just need assistance with organizational skills and a little extra emotional nurturing. The middle school emotional support teacher, guidance counselor and a school psychologist run focused groups; based on needs of students in the emotional support setting. The middle school teacher also runs a social skills group that meets regularly. The elementary buildings operate an itinerant program for emotional support, where a special education teacher provides supports to those identified students, as well as support to the general education teacher. Elementary guidance counselors also run social skill, anger management, friendship, etc. groups for students in need. Positive behavior approaches and the use of positive reward systems are beneficial to the success of our program.

Services are coordinated with outside community agencies to provide a continuum of services to our students.

Life Skills Programming

The district operates a middle school and a high school Life Skills Program. Our Life Skills program prides itself on our students gaining knowledge and developing the individual learning skills that support continuous education, encourage effective participation in the society and maximize their employment opportunities. Our Life Skills students participate in Community Based Instruction on a weekly basis. The Life Skill classes are also actively involved in the Special Olympics. The district has a positive work experience program for its secondary Life Skills students. The Transition Coordinator and the Job Coach work closely to provide pre-vocational and employment opportunities for these students as well as secondary Learning Support and Emotional Support students as needs arise. Local business owners are contacted regularly to furnish jobs that meet the needs of the students according to their Individualized Education Plans (IEPs).

The district is proud of the Real Deal House, which is located in the Carlisle Area School District. The property at 723 Franklin St. was blighted when Cumberland County Redevelopment Authority bought and tore down the existing home to make way for the

Real Deal house. The consortium (Carlisle, Northern York, Big Spring, Mechanicsburg, and South Middleton) school districts lease and operate the Real Deal house. All on one level, the modern-looking house has two bedrooms, two bathrooms, eat-in kitchen, living room, washer and dryer. Everything is accessible for individuals with disabilities. The focus of the Real Deal house is to teach students independence and daily living skills and provide the opportunity to generalize these skills in a real-life environment.

Intensive Speech and Language

Northern York County School District operates an Intensive Speech and Language class for kindergarten students who are severely speech and language delayed, and are thought to functioning within the average range of cognitive ability. The kindergarten class is a full day kindergarten program taught by a special education teacher. The Intensive Speech and Language class follows the district kindergarten curriculum, while using research based reading and math programs. The Intensive Speech and Language class also participates in art, music, physical education, and library with opportunities for inclusion. The students in the class are also receiving a high degree of speech and language services provided by a speech therapist. A majority of the students average approximately 3 hours of speech per week, which includes a combination of pull out therapy and classroom group therapy. This class has been in existence since 2004 and most of the students serviced in this intensive program return to regular education with itinerant speech and language services in first grade.

Least Restrictive Environment

Northern York County School District provides a continuum of services and placement options for students with disabilities. The District works with neighboring districts in a consortium agreement to provide programs for students with disabilities. Within the district, learning support, emotional support, autistic support, life skill support, deaf/hard-of-hearing support, vision support and speech/language services are provided to students. These programs are provided through itinerant support, resource rooms, part-time, and full time classes. Special education support is also provided within the general education classroom through inclusion teachers. General education teachers are active participants in IEP meetings, are aware of the specially designed instruction required for each child and implement the specially designed instruction within their classroom. The District strives to provide supports and services for all students within general education when appropriate.

Assistive Technology

All students in the District in need of assistive technology have the appropriate technology. This includes laptops, chromebooks, magnifiers, FM systems, hearing aids, communication devices, Kurzweil, ipod touches and ipads.

Child Find: Annual Public Notice

Information is provided annually to the public via newspaper, school newsletter, school calendar, and district website. All teachers are aware of the referral process for students thought to be disabled and provide this information to parents. The District also uses local and state assessments to find students in need of intervention planning. The schools participate in a refined Child Study Team process, where member of a school based team along with parents meet to discuss present academic or behavior concerns and implement interventions over a set period of time with progress monitoring accompanying the interventions. A follow up Child Study Team meeting is set to determine the student's response to the set interventions and determine if the plan needs to be continued, modified or if additional evaluation is warranted.

Preschool Transition

The Capital Area Intermediate Unit conducts child find activities to identify preschool children who may have developmental delays or other disabilities. The IU coordinates transition activities when these children approach school age. The district completes psycho educational evaluations when deemed necessary to assist in finding the most appropriate placement.

Exclusions: Suspensions and Expulsions

The District uses a variety of proactive strategies to prevent disruptive behavior and a variety of strategies to manage disruptive behavior when it occurs. For example, the district conducts many functional behavior assessments to develop effective behavior intervention plans for students to manage and teach appropriate behaviors. No students with disabilities have been suspended long term (greater than 15 days) during the 2014-2015 school year.

Extracurricular and Non-Academic Programs

Students with disabilities have equal opportunity to participate in extracurricular and non-academic programs. Schools run before and after school tutoring programs which special needs students participate in these programs. At each building, students with disabilities are members of band, chorus and sports teams. Several students who attend more restrictive special education programming outside of the district participate in extracurricular activities within the school district.

Secondary Transition

The special education teachers and the transition coordinator are very active participants in helping students at the high school level prepare for their futures. The special education teachers and transition coordinator works closely with the guidance counselors, and the Intermediate Unit Transition Consultant and a wide variety of agencies who can offer support to students when they leave school. School psychologists do psycho educational

evaluations for students who need updated evaluations for the Office of Vocational Rehabilitation or post secondary schooling, such as, colleges or technical schools. The District has developed a comprehensive transition planning system for all students. Guidance Counselors work with all students in developing a vocational portfolio beginning in 6th grade. A sequence of planned activities is implemented in grades 6-12. Each student develops a portfolio documenting his/her activities. The portfolio includes, but is not limited to, completion of a career interest inventory, a job search, resume writing and job shadowing. Special Education Students participate in all of the activities with their peers. Students with disabilities receive instruction in academic and life skills need to support their post-secondary outcomes. The District Job Coordinator provides additional vocational instruction, guided job shadows, job coaching and job seeking skills. The transition coordinator and other staff attend the countywide, interagency meetings, facilitated by the CAIU.

Special Education students use a web based computer program to assist in transition planning. Keys2Work is an employability skills based, career focused, skill improvement and certification tool that is designed to motivate and enable students to more effectively understand how their individual skills and achievement correlate to opportunities for employment. Through Keys2Work students take pre-assessments to determine their baseline skill level in reading, math, and locating information. Students also take an interest survey and explore career options in career fields of their interest. Each job description includes the job's required skill levels, so users can see how their current levels compare with job requirements, what the job involves, the education level needed, the job's average salary, and even video and audio presentations. The students then participate in the Key Train curriculum, which are web based modules, lessons and quizzes that are specifically designed to improve skills measured through the pre-assessments

The high school special education staff, Instructional Advisor, and the Director of Special Services participated in the Indicator 13 training presented through PaTTAN during the 2014-2015 school year. 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 meet 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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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
NHS Autism School	Special Education Centers	Autism Support	1
River Rock Academy	Other	Emotional Support	2
Yellow Breeches Educational Center	Special Education Centers	Emotional Support	7
Elmwood Elementary	Neighboring School Districts	Life Skills Support	4
Broad Street Elementary	Neighboring School Districts	Multiple Disabilities Support	3
Hilltop Academy	Special Education Centers	Emotional Support	3
East Pennsboro High School	Neighboring School Districts	Autism Support	2
Vista	Approved Private Schools	Autism Support	2
Camphill Special School	Approved Private Schools	Life Skills Support	1
Mechanicsburg Middle School	Neighboring School Districts	Emotional Support	2
Melmark	Approved Private Schools	Autism Support	1
Soaring Heights	Special Education Centers	Autism Support	1
Mechanicsburg High School	Neighboring School Districts	Emotional Support	1
Hilltop Academy	Special Education Centers	Multiple Disabilities Support	2
East Pennsboro Middle School	Neighboring School Districts	Autism Support	1
New Story	Special Education Centers	Emotional Support	2
Susquehanna Township High School	Neighboring School Districts	Autism Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	9	0.25
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.75

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 10	3	0.5
Justification: This teacher services grades k-5, but not outside the age range at the same time.							
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 9	3	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	19	0.75
Justification: This clinician services grades k-5, but not outside the age range at the same time.							
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 12	5	0.25

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.5
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.5

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	42	0.9

Justification: This clinician services grades k-5, but not outside the age range at the same time.							
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	17 to 17	1	0.1

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	0.5
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	6	0.5

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	6	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	4	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	7	0.75
Wellsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 11	3	0.25

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Mountain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	30	0.8
Justification: This clinician services grades k-5, but not outside the age range at the same time.							
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	7	0.2

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Wellsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.5
Wellsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	5	0.5
Justification: This teacher services grades k-5, but not outside age range at the same time.							

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.5
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.5

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	0.5
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.5
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.5

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	10	1

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	2	0.5
Northern Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	13 to 14	5	0.5

		programs are operated	20%)				
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Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 7, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	4	0.5
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 7, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	10	1

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.05
Northern Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.05

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	6	0.5
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	7	0.5

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	6	0.5
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.5

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	23	0.75
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.25

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	23	1

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	17	1

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	13	1

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	7	1

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	18	1

Program Position #30 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 7, 2016

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 100 sq. ft. (10 feet long x 10 feet wide)

Explain any unchecked boxes for facilities questions: none

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Wellsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	13	0.32

Justification: This clinician services grades k-5, but not outside the age range at the same time.

Northern High	A Senior High	A building in	Itinerant	Speech and	14 to	5	0.08
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School	School Building	which General Education programs are operated		Language Support	18		
Justification: This clinician services a high school life skill student, who will remain eligible for educational programming until the age of 21.							

Program Position #31 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 7, 2016*Average square feet in regular classrooms:* 896 sq. ft.*Square footage of this classroom:* 896 sq. ft. (28 feet long x 32 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	7	1

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 7, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 558 sq. ft. (18 feet long x 31 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	12	1

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 924 sq. ft. (28 feet long x 33 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern High School	A Senior High School	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills Support	14 to 17	9	1

	Building	programs are operated	20%)				
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Program Position #34 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Average square feet in regular classrooms:* 864 sq. ft.*Square footage of this classroom:* 868 sq. ft. (31 feet long x 28 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	2	0.5
Dillsburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.5

Special Education Support Services

Support Service	Location	Teacher FTE
Two Instructional Assistants	Dillsburg Elementary School	0.83
Two Instructional Assistants	Dillsburg Elementary	0.94
Two Instructional Assistants	Dillsburg Elementary	0.9
Three Instructional Assistants	Northern Elementary	0.9
One Personal Care Assistant	Northern Elementary	0.86
Five Personal Care Assistants	Northern Elementary	0.83
One Instructional Assistant	South Mountain Elementary	0.83
One Instructional Assistant	South Mountain Elementary	0.72
Two Instructional Assistants	South Mountain Elementary	0.69
Two Instructional Assistant	South Mountain Elementary	0.6
One Instructional Assistant	Wellsville Elementary	0.9
Two Instructional Assistants	Wellsville Elementary	0.53
One Instructional Assistant	Wellsville Elementary	0.51
Two Instructional Assistants	Northern Middle School	0.98
One Instructional Assistant	Northern Middle School	0.97
One Instructional Assistants	Northern Middle School	0.87
Three Instructional Assistants	Northern Middle School	0.83

One Personal Care Assistants	Northern Middle School	0.86
Two Personal Care Assistants	Northern Middle School	0.83
Two Instructional Assistants	Northern High School	1
Two Instructional Assistants	Northern High School	0.97
One Instructional Assistant	Northern High School	0.94
One Personal Care Assistant	Northern High School	0.76
Two Transition Coordinators	Northern High School	0.1
One Work Study Coordinator	Northern High School	1
One Occupational Therapist	District Wide	0.5
Two School Psychologists	District Wide	1
One Director of Student Services	District Wide	1
Instructional Advisor	District Wide	1
One Personal Care Aide	Dillsburg Elementary	0.83
Two Instructional Assistants	Northern Elementary	0.75
One Instructional Assistant	Northern High School	0.87
One Instructional Assistant	Northern High School	0.8
Two Instructional Assistants	Northern High School	0.69
One Instructional Assistant	Northern High School	0.65
One Personal Care Aide	Northern High School	0.69
One Instructional Assistant	Northern Middle School	0.76
Four Instructional Assistants	Northern Middle School	0.69
One Personal Care Assistants	Northern Middle School	0.72

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Therabilities/Physical Therapy	Outside Contractor	3.33 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

A review of our accomplishments and systemic challenges reveals that we must continue to expand upon progress with the rigorous educational programs we provide for students at all levels of achievement. The shift to the PA Core Standards resulted in several challenges to assessment, instruction, and curriculum. The district has made significant investments to literacy instruction as evidenced by professional development and resource allocations associated with Reading, Word Work, text-dependent analysis, CLOSE reading strategies, and Penn Literacy Network. This has positively impacted classroom instruction. Conversely, the new PCS-Mathematics assessments have proven to be more rigorous than our current efforts. Additional work is needed in this area.

Internal and external pressures have had a significant impact on educational opportunities for all students. The district strives to maintain high quality programs for students while remaining fiscally responsible. There are limited available safety nets in place for students experiencing both educational and noneducational barriers to their education.

District Accomplishments

Accomplishment #1:

Shifts with instructional strategies aligned to PA-Core Standards are starting to become common place. Impact of recent professional development has resulted in greater increases in state assessments as evidenced by PCS-ELA PSSA, PSSA Science, Keystone-Literature, and Keystone-Biology assessment performance, achievement, and growth measures.

Accomplishment #2:

Curriculum and course offering for Advanced Placement courses have expanded. Art Studio, Music Theory, Literature, English Language and Composition, Spanish, French, Calculus (AB,BC), Statistics, American Government, US History, Biology, Chemistry, Physics, and AP Computer Science. We have also observed an increase in the number of students taking the AP exams.

Accomplishment #3:

Initiatives put in place at the elementary level to support students who need remediation and acceleration. MTSS implementation will start with Dillsburg Elementary during the 2016-2017 school year and Northern Elementary in the 2017-2018 school year. The other elementary buildings will be trained in the 2017-2018 school year.

Accomplishment #4:

STEM Initiatives: The district has added Project Lead the Way courses to both the High School and beginning in 2016-2017 will have Gateway course at Northern Middle School. This program has expanded design thinking skills opportunities for students and provided a pathway for STEM instruction that did not exist prior. The elementary program has included activities such as STEM clubs, robotics, and Genius Hour. 4th Grade classes across the district will offer Genius Hour beginning with the 2016-2017 school year.

Accomplishment #5:

All of our buildings have met the annually measured objectives as measured on the School Performance Profile for both the state and federal accountability measures.

Accomplishment #6:

Financial Literacy: Many of our LEA stakeholders groups had identified personal financial literacy as a priority. More work is needed to determine if this should be required of all students in the form of a graduation requirement. New course offerings at the High School and changes to the School Counselor's 339 Plan have brought about changes to how the district is addressing this life skill. These changes began in the 2015-2016 school year.

Accomplishment #7:

Increase in the percentage of students taking the SATs while average scores remain consistent.

Accomplishment #8:

Four-year trend of 81-83% of graduating seniors attending some type of post-secondary training and/or the military.

Accomplishment #9:

Concerted and consistent effort across District to be proactive with bullying prevention programs.

Accomplishment #10:

We have a living and breathing mission statement that has influenced the broader educational community.

- Intellectually Prepared
- Civically Engaged
- Personally Responsible

District Concerns

Concern #1:

Data from the 2015-2016 School Performance Profile indicate a need to focus on the area of Mathematics at all schools and across all grade levels.

Concern #2:

An analysis of math scores on PSSA and Keystone Exams has identified a need for thorough implementation of PA Core Standards (curriculum, assessment and instructional practices).

Concern #3:

College and Career Readiness: The district plans to adopt a Portrait of a Graduate to answer the question: What are the skills necessary for success for all children in this rapidly changing, increasing diverse, and interconnect world?

Concern #4:

PVAAS growth data indicates a need to show growth over all five quintiles across all grade levels. This is most evident in growth measures for Mathematics and ELA/Literature for the 4th and 5th quintiles.

Concern #5:

Continued emphasis and analysis of safety features and protocols are needed at each building and facility throughout the district. This includes a continued emphasis on providing safe, bully-free learning environments.

Concern #6:

Financial Literacy was identified as a need by various stakeholder groups. Elective courses were added in the 2015-2016 school year at the secondary level. Additional units of instruction were added to the Middle School curriculum. While these courses attempt to provide instruction in this area, not all students are exposed to explicit financial literacy instruction.

Concern #7:

Personalized Learning: The district plans to embark on an evaluation of systems that support future ready schools which leverage tools to allow for a more individualized learning experience for all students.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Data from the 2015-2016 School Performance Profile indicate a need to focus on the area of Mathematics at all schools and across all grade levels.

PVAAS growth data indicates a need to show growth over all five quintiles across all grade levels. This is most evident in growth measures for Mathematics and ELA/Literature for the 4th and 5th quintiles.

An analysis of math scores on PSSA and Keystone Exams has identified a need for thorough implementation of PA Core Standards (curriculum, assessment and instructional practices).

College and Career Readiness: The district plans to adopt a Portrait of a Graduate to answer the question: What are the skills necessary for success for all children in this rapidly changing, increasing diverse, and interconnect world?

Financial Literacy was identified as a need by various stakeholder groups. Elective courses were added in the 2015-2016 school year at the secondary level. Additional units of instruction were added to the Middle School curriculum. While these courses attempt to provide instruction in this area, not all students are exposed to explicit financial literacy instruction.

Personalized Learning: The district plans to embark on an evaluation of systems that support future ready schools which leverage tools to allow for a more individualized learning experience for all students.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Data from the 2015-2016 School Performance Profile indicate a need to focus on the area of Mathematics at all schools and across all grade levels.

PVAAS growth data indicates a need to show growth over all five quintiles across all grade levels. This is most evident in growth measures for Mathematics and ELA/Literature for the 4th and 5th quintiles.

An analysis of math scores on PSSA and Keystone Exams has identified a need for thorough implementation of PA Core Standards (curriculum, assessment and instructional practices).

Financial Literacy was identified as a need by various stakeholder groups. Elective courses were added in the 2015-2016 school year at the secondary level. Additional units of instruction were added to the Middle School curriculum. While these courses attempt to provide instruction in this area, not all students are exposed to explicit financial literacy instruction.

Personalized Learning: The district plans to embark on an evaluation of systems that support future ready schools which leverage tools to allow for a more individualized learning experience for all students.

Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Data from the 2015-2016 School Performance Profile indicate a need to focus on the area of Mathematics at all schools and across all grade levels.

PVAAS growth data indicates a need to show growth over all five quintiles across all grade levels. This is most evident in growth measures for Mathematics and ELA/Literature for the 4th and 5th quintiles.

An analysis of math scores on PSSA and Keystone Exams has identified a need for thorough implementation of PA Core Standards (curriculum, assessment and instructional practices).

Personalized Learning: The district plans to embark on an evaluation of systems that support future ready schools which leverage tools to allow for a more individualized learning experience for all students.

Systemic Challenge #4 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

PVAAS growth data indicates a need to show growth over all five quintiles across all grade levels. This is most evident in growth measures for Mathematics and ELA/Literature for the 4th and 5th quintiles.

An analysis of math scores on PSSA and Keystone Exams has identified a need for thorough implementation of PA Core Standards (curriculum, assessment and instructional practices).

College and Career Readiness: The district plans to adopt a Portrait of a Graduate to answer the question: What are the skills necessary for success for all children in this rapidly changing, increasing diverse, and interconnect world?

Continued emphasis and analysis of safety features and protocols are needed at each building and facility throughout the district. This includes a continued emphasis on providing safe, bully-free learning environments.

Personalized Learning: The district plans to embark on an evaluation of systems that support future ready schools which leverage tools to allow for a more individualized learning experience for all students.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Alignment of curriculum to standards

Specific Targets: We will use standards-based assessments and grading tools to improve the level of rigor and access for all of our students. We will align local curriculum to the PA Core standards. Common assessments will be developed that allow teachers to plan for individual and group learner needs.

Type: Annual

Data Source: Student achievement data from District summative assessments, PSSAs, Keystone Exams, etc.

Specific Targets: The district will continue to close the achievement gap for the all students group and the historically low performing student group. We will monitor and adjust programs for all students based on the correlation of data from local benchmarks, common assessments, and standards-based reporting.

Strategies:

Standards-based Learning for All

Description:

Student will be instructed using standards-based curriculum that incorporates benchmark assessments and learning objectives that are aligned to the new PA Core standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Universal Design for Learning (UDL)

Description:

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Curriculum Mapping

Description:

K-8 English Language Arts, K-8 Mathematics, and Keystone based courses will have fully developed curriculum maps aligned to the PA Core Standards.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Standards-based Learning for All
- Curriculum Mapping

21st Century Learning

Description:

Incorporate 21st Century Skills into daily instruction and curriculum (4 C's)

Integration of cloud based computing at the secondary level to provide the structure and support for collaboration, communication, and creative problem solving.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- Standards-based Learning for All

Examine Current Assessments for Alignment to the Standards

Description:

District Assessment Committee will review current assessment practices and alignment to PA Core Standards, Keystone blueprints, assessment anchors, and eligible content (where applicable).

Start Date: 6/30/2016 **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Standards-based Learning for All

*Alignment of Assessments to Instruction/Curriculum***Description:**

Data informed decision making. Item analysis of the summative and common assessments. Data shared with grade level and building data teams and administrators. Analyze alignment between existing instructional practices and demands of new assessments (e.g. DOK analysis). This is an ongoing process of continuous improvement.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Standards-based Learning for All

*Align Assessments to Current Standards - Math Design Collaborative***Description:**

Drafting of locally creating common assessments using curriculum based resources, released items, common core consortium assessment tools, and purchased assessment tools. Emphasis will be placed on developing grade level specific performance-based tasks that are authentic real world applications of skills and concepts.

Start Date: 7/1/2016 **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Standards-based Learning for All

UDL Training and Implementation

Description:

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. UDL builds flexible features into curriculum, thereby removing barriers and inviting engagement for the widest range of students, while maintaining high standards.

http://effectivestrategies.wiki.caiu.org/file/view/UDL_Booklet_3_11.pdf/528266810/UDL_Booklet_3_11.pdf

Start Date: 6/30/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Standards-based Learning for All
- Universal Design for Learning (UDL)
- Curriculum Mapping

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: All common assessments, local benchmarks, and CBE assessments will be completed and aligned to the PA Core standards

Specific Targets: A local committee will be formed during the 2016-2017 school year to evaluate current assessment practices throughout the district.

This advisory committee will create a district-wide assessment plan that includes preparation for the PSSA and Keystone exams.

Strategies:

Standards-based Learning for All

Description:

Student will be instructed using standards-based curriculum that incorporates benchmark assessments and learning objectives that are aligned to the new PA Core standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Examine Current Assessments for Alignment to the Standards

Description:

District Assessment Committee will review current assessment practices and alignment to PA Core Standards, Keystone blueprints, assessment anchors, and eligible content (where applicable).

Start Date: 6/30/2016 **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Standards-based Learning for All

Align Assessments to Current Standards - Math Design Collaborative

Description:

Drafting of locally creating common assessments using curriculum based resources, released items, common core consortium assessment tools, and purchased assessment tools. Emphasis will be placed on developing grade level specific performance-based tasks that are authentic real world applications of skills and concepts.

Start Date: 7/1/2016 **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Standards-based Learning for All

Alignment of Assessments to Instruction/Curriculum

Description:

Data informed decision making. Item analysis of the summative and common assessments. Data shared with grade level and building data teams and administrators. Analyze alignment between existing instructional practices and demands of new assessments (e.g. DOK analysis). This is an ongoing process of continuous improvement.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Standards-based Learning for All

Performance-based Tasks

Description:

Performance assessment uses tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product. These tasks often involve real-world applications or scenarios that are often multi-step, complex, and authentic. Performance assessment taps into students' higher-order thinking skills, such as evaluating the reliability of sources of information, synthesizing information to draw conclusions, or using deductive/inductive reasoning to solve a problem. Performance tasks may require students to make an argument with supporting evidence in English or history or social science, conduct a controlled experiment in science, or solve a complex problem or build a model in mathematics.

Start Date: 1/3/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Formulate Student Learning Targets

Description:

Formulate student learning target for all grades and curriculum areas. These targets would be aligned to grade-level or content standards. They would also be connected to the planned adoption of the Portrait of a Graduate and long term transfer goals.

Start Date: 8/24/2016 **End Date:** 7/1/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Standards-based Learning for All

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Development of specific walk-through observation tools aligned to instruction practices that are clearly articulated to PD

Specific Targets: Ongoing and sustained professional development for teachers.

Walk-through (informal) observation data collection tools.

Review of observational data to identify needs for professional development.

Strategies:

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Classroom Teaching Strategies for Increasing and Maintaining Active Engagement

Description:

Students need high quality instruction every day. Part of high quality instruction are impact strategies that increase student engagement in the content and maintaining that active engagement through the lesson. *Classroom Instruction that Works* (2001) focuses on nine categories of instruction strategies that are recommended.

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
 Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
 WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.

[pdf](#)

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

High Impact Strategies - Penn Literacy Network

Description:

Related to high impact instructional strategies (Classroom Instruction that Works 2001).

Implemented Penn Literacy Network in the Fall of 2015 with Cohort 1. Had approximately 50 teachers complete PLN#1 Course. Continue Year 2 implementation with second cohort completing PLN#1. Also offer PLN#2b Mini-course/workshop model to sustain 2015-2016 efforts. Year 3 will include expanded PLN opportunities for middle level teachers. Will explore expansion to elementary school in 2017-2018 school year, as applicable.

Start Date: 8/26/2015 **End Date:** 7/1/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Increased Quality Instructional Time
- Classroom Teaching Strategies for Increasing and Maintaining Active Engagement

*Teacher Questioning Techniques***Description:**

Ongoing professional development and support for teacher questioning techniques.

Includes but not limited to socratic seminar, active engagement strategies, and guided reading/mathematics

Start Date: 7/1/2016 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Increased Quality Instructional Time
- Classroom Teaching Strategies for Increasing and Maintaining Active Engagement

Goal #4: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Various sources of school culture and climate (e.g. Student, staff, parent surveys). District Threat Assessment results

Specific Targets: Continued emphasis and analysis of safety features and protocols are needed at each building and facility throughout the district. This includes a continued emphasis on providing safe, bully-free learning environments. Evaluation of current procedures and environment to align to Chapter 10 regulations. Incident command structure employed for all

district/school emergencies. Community engagement in safe schools measures.

Type: Annual

Data Source: Emergency Operations Plans for district and school sites

Specific Targets: Update our EOP's for each site. Coordinate and disseminate this information internally through the use of a web-based tool for drafting, communicating and reporting out our emergency preparedness plans. Implement a visitor management system.

Strategies:

Educating the Whole Child

Description:

Safe and supportive school environments necessary to support student achievement. This includes a wide array of school-based services that promote student well-being and focus on educating the whole child academically and socio-emotionally. This strategy targets schoolwide programs.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Character Education

Description:

The district will use character education programs and partnership with organizations such as the Caring Place to create a caring and safe learning environment for all students. Specific Guidance lesson plans will be incorporated into elementary guidance classes with the implementation of the 339 Plan.

Start Date: 7/1/2016 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Educating the Whole Child

*Bullying Behavior Prevention and Response Programs***Description:**

The district remains committed to providing supports for students experiencing bullying behaviors. School-based teams were implemented during the 2012-2013 school year. A LEA trainer provides ongoing technical support and professional development to sustain the program for all stakeholders. Annual support for new/novice teachers and staff to the school site is provided by a local trainer.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Educating the Whole Child

*Develop District Communications Plan***Description:**

The district will evaluate current communication strategies to determine effectiveness of communicating with school community stakeholders. This will include current and existing strategies such as website, newsletters, board meetings, etc. Emerging strategies such as social media, emergency alert systems will be reviewed. Board policies and administrative guidelines will be modified or developed where necessary. Related to this plan will be emergency preparedness communication plans and web-based tools.

Start Date: 7/1/2016 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Educating the Whole Child

Multi-Tiered Support System (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Educating the Whole Child