

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 539

School District Total Student Enrollment 2921

Percent of Students Receiving Special Education 18.5

Steering Committee

Name	Position/Role	Building	Email
Brendan Rogers	Director of Special Education	Southern York County SD	brendan.rogers@sycsd.org
Jennifer Welch	Other	Southern York County SD	jennifer.welch@sycsd.org
Robert Bryson	Superintendent	Southern York County SD	robert.bryson@sycsd.org
Len Reppert	Other	Southern York County SD	len.reppert@sycsd.org
Elizabeth Resch	Parent	Southern MS	
Tricia Hulme	General Education Teacher	Southern MS	tricia.hulme@sycsd.org
Nicole Clemens	Special Education Teacher	Southern MS	nicole.clemens@sycsd.org
Melissa Bell	Building Principal	Southern MS	melissa.bell@sycsd.org
Megan Larsen	Special Education Teacher	Shrewsbury El Sch	megan.larsen@sycsd.org
Shannon Lane	General Education Teacher	Shrewsbury El Sch	shannon.hightman@sycsd.org
Brianna Mundorff	General Education Teacher	Shrewsbury El Sch	brianna.mundorff@sycsd.org
Mary Dankosky	Building Principal	Shrewsbury El Sch	mary.dankosky@sycsd.org
Lori Seaman	Special Education Teacher	Southern El Sch	lori.seaman@sycsd.org
Cheryl Wrisk	Parent	Southern El Sch	
Jeremy Sechrist	General Education Teacher	Susquehannock HS	jeremy.sechrist@sycsd.org
Beth Witsik	Parent	Susquehannock HS	
Jessica Gohn	Parent	Shrewsbury El Sch	
Natalie Watson	General Education Teacher	Southern El Sch	natalie.watson@sycsd.org
Abigail Good	Special Education Teacher	Susquehannock HS	abigail.good@sycsd.org
Kevin Molin	Building Principal	Susquehannock HS	kevin.molin@sycsd.org
Lisa Chilcoat	General Education Teacher	Friendship El Sch	lisa.chilcoat@sycsd.org
Stephanie Winemiller	Building Principal	Friendship El Sch	stephanie.winemiller@sycsd.org
Rebecca Simon	Parent	Friendship El Sch	
James Hollinger	Building Principal	Southern El Sch	james.hollinger@sycsd.org
Stephanie Vargo	Special Education Teacher	Friendship El Sch	stephanie.vargo@sycsd.org
Danielle Weaver Watts	Board Member	Southern York County SD	Danielle.WeaverWatts@sycsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
House of Hope	Group Home		Other	N/A
Penn-Mar Human Services	Other	Adult Group Home(s)	Other	0

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Penn-Mar Human Services operates a residential group home facility for adults with developmental disabilities within the Southern York County School District. At times this facility may host adults, ages 18-21 who continue to receive school-based services. Within the district is also a private residential facility for troubled teen girls titled House of Hope. Girls ages 13-21 may reside within the home for 8 to 18 months with the average stay being 12 months in duration. How does the district ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)? Southern York County School District works in cooperation with the program staff of Penn-Mar Human Services and families of their residents to ensure a continued commitment to offering a Free and Appropriate Public Education to qualifying residents. When students enter into residency at Penn-Mar, SYCSD begins a coordinated effort with the family, Penn-Mar Human Services, and the student's former district to provide the most equitable and comparable educational program to the one the student received in his/her former district. Students to date who have entered residency with Penn-Mar Human Services and subsequently enroll in the district are students currently receiving educational services within York County. SYCSD's coordination between family, Penn-Mar Human Services, and the former school district center on providing a continuation of existing services to the maximum extent possible. Upon enrollment, SYCSD holds an IEP meeting with all agencies and service providers currently available to the student, identifies how it can sustain current educational programs, and identifies any additional resources the student may need; now that the student is no longer living within the home and is a resident with Penn-Mar Human Services. Throughout the student's residency the District then maintains ongoing collaboration between the student's family, Penn-Mar Human Services, and the student's educational program staff and personnel in order to ensure the student continues to receive FAPE. The House of Hope operates its own private school titled House of Hope Academy, however, the House of Hope does seek consultation from the school district when families and school staff encounter students who may exhibit needs beyond their Academy's capability. In such cases, the House of Hope and student's family work in collaboration with school staff to develop an Individualized Education Program and enroll the student within the district in order for the student to receive special education services and FAPE.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Upon enrollment, SYCSD holds an IEP meeting with all agencies and service providers currently available to the student, identifies how it can sustain current educational programs, and identifies any additional resources the student may need; now that the student is no longer living within the home and is a resident of a 1306 facility. Throughout the student's residency the District then maintains ongoing collaboration between the student's family, the 1306 facility, the student's home district and the student's educational program staff and personnel in order to ensure the student continues to receive FAPE. As a student plans transition back to the home district, the district hosts another IEP with the purpose of addressing the transitions needs of the student.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Least Restrictive Environment

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

According to the district's Penn Data report of 2021-2022, 79% of the district's special education population spends 80% or more the school day in the regular education setting. SYCSD takes great pride in the inclusive environments we maintain within our school district. Just 8% of our students spend less than 40% of their school day in regular education settings. Meanwhile just 2.6% of students receive special education services outside the school district. SYCSD aims to decrease the overall number of students who spend less than 40% of their school day in the regular education setting.

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

SYCSD utilizes the universal practice of multi-tiered systems of support to address the academic and social/emotional needs of all students in need of accommodations to their learning environments. MTSS is widely utilized in the elementary setting where students requiring either academic and/or social and emotional interventions are identified through ongoing universal screening along with other data analysis and identifying methods. Students are identified for either academic and/or social and emotional interventions and intervention plans are developed and monitored. Similar processes, though not as formalized, are in place in the secondary setting.

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

SYCSD's primary method of support for school personnel is embedded support within the classroom setting. SYCSD utilizes special education support personnel, such as but not limited to school psychologists, related service providers, special education instructional advisors and special education administration, to provide in person and embedded support within the classroom environment to help assist regular education personnel in the academic programming of our students with disabilities. SYCSD believes that this level of support, modelling, and training leads to maximum participation of students with disabilities in the general education curriculum.

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

SYCSD reviews student participation in extracurricular activities on an individualized basis upon any student meeting the standard requirements for participation in an extracurricular activity. All supplementary aids and services available to a student during the academic school day are reviewed to determine if they are also needed to ensure meaningful participation of students with disabilities in extracurricular activities. For example if a student requires an interpreter of sign language to participate in the regular education setting, that student would also receive the services of an interpreter of sign language to participate in extracurricular activities. Additionally, the district participates in inclusive sports initiatives such as unified track. According to Special Olympics, Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. In Unified Sports such as unified track, teams are made up of people of similar age and ability. That makes practices more fun and games more challenging and exciting for all. Having sport in common is just one more way that preconceptions and false ideas are swept away.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

To the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children. SYCSD often utilizes private academically licensed programs that provide services to both special education students and regular education students. As such, many of our students have the opportunity to be educated with non-disabled peers in a private setting. When a student's educational needs require a more restrictive setting, the IEP team reviews a continuum of supports and services before determining that a student requires a private educational placement that will limit or not include participation with non-disabled peers. To the maximum extent appropriate, children with disabilities placed in private institutions have the opportunity to participate in district lead extracurricular activities as desired. When the desire is expressed by a student or the student's family to participate in district lead extracurricular activities, the IEP team convenes to determine how to best support the student in the desired extracurricular activity.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Currently the Southern York County School District serves approximately 90% of its special education students in district supported programs. More than 97% of special education students are served within public school settings. While less than 3% of special education students are in other settings. Southern York County School District maintains in-district specialized programs for students requiring emotional support, life skills support, and autistic support. SYCSD operates in-district emotional support classrooms at the elementary, middle and high school level. With an additional level of support offered in the high school therapeutic emotional support program. Life skills support services are also provided in-district and are offered for students in kindergarten through the age of majority, 21. In the 2021-2022 school year, SYCSD began offering in-district Autistic support to students in kindergarten and first grade. Itinerant support services are provided for students who are deaf and hard of hearing as well as blind and visually impaired. SYCSD continuously analyzes the supports and services offered to our students in district as well as analyzes the supports and services we utilize in out of district placements. Recognizing a need to have our high school students who were placed in out of district therapeutic emotional support programs have greater access to participation in the general education curriculum with non-disabled peers, SYCSD elected to open it's own Therapeutic Emotional Support classroom within our high school. During the 2020-2021 school year, SYCSD once again analyzed it's in-district programming for students. Recognizing a need to grow our capacity to serve students with autism within the district, SYCSD launched an initiative to operate our own Autistic Support program. In 2021, SYCSD opened two Autistic support classrooms. Both classrooms serve students in primary grades. The opening of these two classrooms are part of SYCSD's long term plan to operate Autistic support classrooms from kindergarten through high school.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Spring Grove Middle School	Other	Public Non-Residential	Spring Grove Area School District	Autistic Support	2
Spring Grove Middle School	Other	Public Non-Residential	Spring Grove Area School District	Autistic Support	2
Emory H. Markle MS	Other	Public School	LIU12	Autistic Support	1
Paradise School at Adams County Learning Center	Other	Public Non-Residential	LIU12	Emotional Support	5
Spring Grove Middle School	Other	Public Non-Residential	Spring Grove Area School District	Autistic Support	2
Spring Grove Middle School	Other	Public Non-Residential	Spring Grove Area School District	Autistic Support	2
Spring Grove High School	Other	Public School	Spring Grove Area School District	Autistic Support	2
Spring Grove High School	Other	Public School	LIU12	Multiple Disabilities Support	1
Spring Grove Elementary	Other	Public School	Spring Grove Area School District	Autistic Support	1
Shrewsbury Elementary School	Other	Public School	LIU12	Multiple Disabilities Support	1
New Oxford Elementary	Other	Public School	LIU12	Multiple Disabilities Support	1
River Rock - Red Lion	Licensed Private Academic		River Rock Academy	Emotional Support	1
Dallastown Middle School	Other	Public School	LIU12	Multiple Disabilities Support	1
Eastern Middle School	Other	Public School	LIU12	Autistic Support	1
River Rock Spring Grove	Licensed Private Academic		River Rock Academy	Emotional Support	5
New Story	Approved Private School (APS)		New Story Mountville	Autistic Support	1
High Road of Southern York	Approved Private School (APS)		Specialized Education Services	Autistic Support	1

Larry J Macaluso	Other	Public School	Red Lion Area School District	Autistic Support	1
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Positive Behavior Support

Date of Approval

2021-03-18

Uploaded Files

Behavior Support Policy.pdf

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

The Positive Behavior Support Policy of Southern York County School District is in compliance with federal and state requirements. It has been reviewed by the Pennsylvania School Boards Association and adopted by the Southern York County School District Board of Education. All required components are included in the Positive Behavior Support Policy procedures. For special education students, 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. Behavior support programs and plans for students with a disability 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. Through the award of grants and other district initiatives, we aim to enhance our ability to meet the social, emotional and behavioral needs of our students by continuously improving our use of restorative practices, becoming a trauma informed school district, and improving our use of crisis prevention and intervention.

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

Select Southern York County School District teachers, paraprofessionals, and administrators at each building level have been trained and/or are in the process of being trained and/or re-certified in the practices of CPI (Crisis Prevention Institute) by certified trainers. CPI training emphasizes that non-violent crisis intervention and physical restraint occur only when all other interventions have been exhausted and a disruptive, assaultive, and out-of-control student continues to be a danger to self or others. The CPI de-escalation techniques are emphasized when responding to student behavior that may require immediate attention.

3. Describe the district positive school wide support programs.

Our administrators emphasize the use of restorative practices for discipline, and each school has a school-wide bullying prevention program, positive interventions, and supports. We partner with multiple agencies to provide school-based counseling services to students, as needed, and connect at-risk students with community members to provide these students with another positive relationship in addition to our staff. We have created and begun the implementation of a K-12 plan to provide the majority of our teachers and support personnel with social emotional learning training including trauma sensitive training. Additionally, during the 2022-2023 school year, Southern York County School District launched an initiative to have our schools be recognized as High Reliability Schools. Our district's focus for the 2022-2023 is to build our capability to foster and maintain safe, supportive and collaborative school cultures. As part of this ongoing initiative we are establishing

building wide expectations and procedures and reinforcing these expectations, routines, and procedures with positive behavior reinforcement and acknowledgement.

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

Southern York County School District partners with Pennsylvania Counseling and Behavioral Health to provide school based outpatient services to qualifying students and families. SYCSD employs two social workers, one social services coordinator, three school psychologists and ten school counselors to provide in district support for school based behavioral health supports.

5. Describe the district restraint procedure.

SYCSD utilizes non physical crisis prevention intervention or CPI. CPI training emphasizes that non-violent crisis intervention and physical restraint occur only when all other interventions have been exhausted and a disruptive, assaultive, and out-of-control student continues to be a danger to self or others. The CPI de-escalation techniques are emphasized when responding to student behavior that may require immediate attention.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

In an effort to ensure FAPE is provided, the Southern York County School District regularly engages in discussions and or meetings with the instructional support teams, guidance counselors, administrators and parents to determine gaps in the continuum of special education supports and services for students. If and when gaps are identified, the district works with various county agencies such as Human Services, Mental Health/Individuals with Developmental Disabilities (MH/IDD), Juvenile Probation, and Children, Youth and Family Services to utilize existing or develop new programs to address the identified gaps. Southern York County School District has been successful in providing FAPE to students in all disability categories through continuum of programs, services and educational placements including: learning support, emotional support, autistic support, life skills support, alternative education options, IU classrooms and digital academy. Students requiring on-going school based mental health services, those returning from a residential treatment facility and requiring intensive therapeutic support services, as well as students with multiple needs, have proven difficult to provide for within the district. If unable to place students into appropriate educational programs either within the school district, a neighboring school district, or a school within the county or state, Southern York initiates contact and collaboration with the Child and Adolescent Service System Program (CASSP) Coordinator for assistance in providing FAPE. In this endeavor Southern York is also committed to collaboration with public agencies such as Mental Health/Individuals with Developmental Disabilities, Juvenile Probation, and Children, Youth and Family Services. Southern York County School District utilizes the resources provided within the district until placement in another program can take place. To facilitate transition and minimize disruption of services following discharge, the District works with the various treatment facilities and agencies to determine the best program to meet the student's needs. The District utilizes a team approach to resolve and locate educational placements and services for hard to place students with disabilities. An inter-agency CASSP meeting is arranged to coordinate community, MH/IDD, juvenile probation, drug and alcohol agencies, and school services that are available to assist the student and family. Application is made to the appropriate placement such as a partial day program, day hospitalization program, inpatient hospitalization program, residential facility, or other appropriate alternative educational placement. Use of Interagency Coordinators for the purpose of mitigating or eliminating barriers to placement resolution has not been necessary; however, Southern York County School District has utilized inter-agency coordinators on various occasions to assist in coordinating school, community, and public agency services. This has been an effective way to augment school and home communication and cooperation. In addition to our efforts to work collaboratively with outside agencies to provide services in the home and through various mental health and educational programs, our district has partnered with Pennsylvania Counseling and Behavioral Health to provide mental health services within the school environment in order to be proactive and provide students with the school-based, mental health support needed to be healthy and successful students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SES 3	Elementary	Full-time (1.0)	02/27/2023 10:06 AM

Building Name		
Southern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 6		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 4	Multiple	Part-time (0.5)	02/20/2023 04:23 PM

Building Name		
Southern MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.12

Building Name		
Susquehannock HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 3	Elementary	Full-time (1.0)	02/20/2023 04:21 PM

Building Name		
Friendship El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 12
Age Range Justification		FTE %
Caseload reflects students in grades k-6		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 2	Elementary	Full-time (1.0)	02/20/2023 04:19 PM

Building Name		
Southern El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Caseload reflects students in grades k-6		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Intermediate	Elementary	Full-time (1.0)	02/20/2023 04:11 PM

Building Name		
Friendship El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 4-6		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SES 2	Elementary	Full-time (1.0)	02/20/2023 04:09 PM

Building Name		
Southern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Caseload reflects students in grades 4-5		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support FES 3	Elementary	Full-time (1.0)	02/20/2023 04:07 PM

Building Name		
Friendship El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Caseload reflects students in grades k-4		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Intermediate	Elementary	Full-time (1.0)	02/20/2023 04:04 PM

Building Name		
Shrewsbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 4-6		0.1

Building Name		
Shrewsbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 4-6		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SHS 5	Secondary	Full-time (1.0)	02/20/2023 04:02 PM

Building Name		
Susquehannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support SHS 2	Secondary	Full-time (1.0)	02/20/2023 04:00 PM

Building Name		
Susquehannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support FES 2	Elementary	Full-time (1.0)	02/20/2023 03:46 PM

Building Name		
Friendship El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 12
Age Range Justification		FTE %
Caseload reflects students in grades k-6		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support SES 2	Elementary	Full-time (1.0)	02/20/2023 03:37 PM

Building Name		
Southern El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Caseload reflects students in grades k-1		0.5

Building Name		
Southern El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6

Age Range Justification	FTE %
Caseload reflects students in grades k-1	0.12

Building Name		
Southern El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
Caseload reflects students in grades k-1		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support SES 1	Elementary	Full-time (1.0)	02/20/2023 03:35 PM

Building Name		
Southern El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

Caseload reflects students in grades k-1	0.38
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Building Name		
Shrewsbury El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Caseload reflects students in grades k-1		0.25

Building Name		
Southern El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support SHS TES 1	Secondary	Full-time (1.0)	02/20/2023 03:24 PM

Building Name		
Susquehannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.33

Building Name		
Susquehannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 1511
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.05

Building Name		
Susquehannock HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support SHS 2	Secondary	Full-time (1.0)	02/20/2023 03:20 PM

Building Name		
Susquehannock HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Caseload reflects students in grades 9-12, with some students eligible until 21		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Shrewsbury 3	Elementary	Full-time (1.0)	02/20/2023 03:17 PM

Building Name

Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 5-6		0.3

Building Name		
Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Caseload reflects students in grades 5-6		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support SHS 1	Secondary	Full-time (1.0)	02/20/2023 03:14 PM

Building Name		
Susquehannock HS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support SMS	Secondary	Full-time (1.0)	02/20/2023 03:02 PM

Building Name		
Southern MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.16

Building Name		
Southern MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SES 1	Elementary	Full-time (1.0)	02/20/2023 02:59 PM

Building Name		
Southern El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Caseload reflects students in grades k-3		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Shrewsbury 2	Elementary	Full-time (1.0)	02/20/2023 02:57 PM

Building Name		
Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Caseload reflects students in grades 3-4		0.26

Building Name		
Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Caseload reflects students in grades 3-4		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SMS 3	Secondary	Full-time (1.0)	02/20/2023 02:51 PM

Building Name		
Southern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills/Learning Support SMS	Secondary	Full-time (1.0)	02/20/2023 02:48 PM

Building Name		
Southern MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

Caseload reflects students in grades 7-8	0.3
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Building Name		
Southern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Shrewsbury 1	Elementary	Full-time (1.0)	02/20/2023 02:45 PM

Building Name		
Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Caseload reflects students in grades k-3		0.2

Building Name		
Shrewsbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Caseload reflects students in grades k - 3		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning support SHS 4	Secondary	Full-time (1.0)	02/20/2023 02:36 PM

Building Name		
Susquehannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Primary	Elementary	Full-time (1.0)	02/20/2023 02:34 PM

Building Name		
Shrewsbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Caseload range is k-3		0.2

Building Name		
Shrewsbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support FES 1	Elementary	Full-time (1.0)	02/20/2023 02:32 PM

Building Name		
Friendship El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Caseload has students in grades 4,5,6		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 1	Multiple	Full-time (1.0)	02/20/2023 02:29 PM

Building Name		
Shrewsbury El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
SLP caseload consists of students in grades k-6		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SMS 2	Secondary	Full-time (1.0)	02/20/2023 12:51 PM

Building Name		
Southern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Caseload reflects students in grades 7-8		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SHS 3	Secondary	Full-time (1.0)	02/20/2023 12:48 PM

Building Name		
Susquehannock HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SMS	Secondary	Full-time (1.0)	02/20/2023 12:37 PM

Building Name		
Southern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range reflects grades 7-8		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Primary	Elementary	Full-time (1.0)	02/20/2023 12:31 PM

Building Name		
Friendship El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range reflects grades k-3		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SHS 2	Secondary	Full-time (1.0)	02/20/2023 02:18 PM

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

Age range reflects grades 9-12	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Secondary	Full-time (1.0)	02/20/2023 12:26 PM

Building Name		
Susquehannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Caseload reflects students in grades 9-12		0.36

Building Name		
Susquehannock HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
Friendship El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 24 feet, 6 inches	845sqft	30
Implementation Date		
2023-03-09		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Friendship El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 25 feet, 0 inches	862sqft	30
Implementation Date		
2023-03-09		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Friendship El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2023-03-09		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Friendship El Sch		137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2023-03-09		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Friendship El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 6 inches	833sqft	29
Implementation Date		
2023-03-09		

Uploaded Files

5Assurance Check

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

Building Name		Room #
Friendship El Sch		125
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 24 feet, 6 inches	845sqft	30
Implementation Date		
2023-03-09		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		225
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-09		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 32 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-09		

Uploaded Files

8Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		251
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 11 feet, 6 inches	207sqft	7
Implementation Date		
2023-03-09		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		257
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 33 feet, 6 inches	971sqft	34
Implementation Date		
2023-03-09		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Southern El Sch		A120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 29 feet, 0 inches	903sqft	32
Implementation Date		
2023-03-09		

Uploaded Files

11Assurance Check

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

Building Name		Room #
Southern El Sch		A252
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-09		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Southern El Sch		B262
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-09		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Southern El Sch		C116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-09		

Uploaded Files

14Assurance Check

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

Building Name		Room #
Southern El Sch		C115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-09		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Southern El Sch		Computer Lab
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2023-03-09		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Southern MS		101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-09		

Uploaded Files

17Assurance Check

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

Building Name		Room #
Southern MS		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-03-09		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Southern MS		113
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2023-03-09		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Southern MS		210
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 24 feet, 0 inches	888sqft	31
Implementation Date		
2023-03-09		

Uploaded Files

20Assurance Check

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

Building Name		Room #
Southern MS		113A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 17 feet, 0 inches	306sqft	10
Implementation Date		
2023-03-09		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Susquehannock HS		209
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-09		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Susquehannock HS		211
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
Implementation Date		
2023-03-09		

Uploaded Files

23Assurance Check

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

Building Name		Room #
Susquehannock HS		212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2023-03-09		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Susquehannock HS		212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2023-03-09		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Susquehannock HS		220
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2023-03-09		

Uploaded Files

26 Assurance Check

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

Building Name		Room #
Susquehannock HS		111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-09		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Susquehannock HS		109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 22 feet, 0 inches	616sqft	22
Implementation Date		
2023-03-09		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Susquehannock HS		117
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2023-03-09		

Uploaded Files

29 Assurance Check

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

Building Name		Room #
Susquehannock HS		106
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29
Implementation Date		
2023-03-09		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Susquehannock HS		113
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-09		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Susquehannock HS		113
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2023-03-09		

Uploaded Files

32Assurance Check

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

Building Name		Room #
Susquehannock HS		Library Classroom
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2023-03-09		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Susquehannock HS		220
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2023-03-09		
Uploaded Files		

34Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		244
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-09		

Uploaded Files

35 Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		243
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 32 feet, 0 inches	992sqft	35
Implementation Date		
2023-03-09		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Shrewsbury El Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 32 feet, 0 inches	1056sqft	37
Implementation Date		
2023-03-09		
Uploaded Files		

37Assurance Check

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

Special Education Support Services

38Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	3	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	3	Elementary	District
Social Worker	1	Secondary	District
Other	1	District Wide	Contractor
Social Worker	1	Elementary	District
Other	1	District Wide	Contractor
Guidance Counselor	7	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Awareness Training			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism support methodologies training. Training for our supervisors and other identified trainers supporting district autism support services			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators Other

Description of Training			
Methods and practices to support autistic support classroom instruction			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit PaTTAN Other	Paraprofessionals

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Positive Behavior Support

Description of Training			
High Reliability Schools: Safe, Supportive, and Collaborative School Culture			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Behavior Health: Screening, assessment, and intervention development			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Positive Behavior Support: The Functional Behavior Analysis Process			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Special Education Teachers Other

Description of Training			
Crisis Prevention Intervention: Verbal De-escalation			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training	
High Reliability Schools: Safe, Supportive, and Collaborative School Culture	
Lead Person/Position	Year of Training
Len Reppert, Assistant Superintendent	

Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Crisis Prevention Intervention: Verbal De-escalation			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Paraprofessionals

Description of Training			
Paraprofessional Learning			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit	Paraprofessionals

Transition

Description of Training

Act 158: Pathways to Graduation			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Parents Special Education Teachers

Description of Training			
Indicator 13: Secondary Transition Practices			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Special Education Teachers Other

Description of Training			
Best practices in transition planning			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Special Education Teachers Other

Science of Literacy

Description of Training			
PaTTAN PA Science of Reading: Knowledge Course			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Reading Curriculum Implementation			
Lead Person/Position		Year of Training	
Kim Hughes, Director of Curriculum and Instruction			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	General Education Teachers Special Education Teachers

Description of Training			
MTSS: Data Analysis and Intervention Design			
Lead Person/Position		Year of Training	
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

		Other	
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Parent Training

Description of Training			
High Reliability Schools: Safe, Supportive, and Collaborative School Culture			
Lead Person/Position			Year of Training
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents

Description of Training			
Act 158: Pathways to Graduation			
Lead Person/Position			Year of Training
Len Reppert, Assistant Superintendent			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding the IEP Process			
Lead Person/Position			Year of Training
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
IEP Writing and Development			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Description of Training			
Special Education Policies and Procedures			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers Other

Description of Training			
Understanding and Implementing IEPs			
Lead Person/Position		Year of Training	
Brendan Rogers, Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

