

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

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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

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.

Out of District Placements

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

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

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

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

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

26Assurance 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

27Assurance 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

29Assurance 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

31 Assurance Check

Assurance Check

Yes

No

The class is maintained as close as appropriate to the ebb and flow of usual school activities

Yes

The class is located where noise will not interfere with instruction

Yes

The class is located only in space that is designed for purposes of instruction

Yes

The class is readily accessible

Yes

The class is composed of at least 28 square feet per student

Yes

Building Name

Room #

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

35Assurance 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

36Assurance 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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

Hours Per Training
Number of Sessions

Provider

Audience

1

4

Intermediate Unit

PaTTAN

Other

Paraprofessionals

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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
2023

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
2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

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

2023

2024

2025

2026

Hours Per Training

Number of Sessions

Provider

Audience

1

4

District

Intermediate Unit

PaTTAN

Other

Building Administrators

General Education Teachers

Special Education Teachers

Parent Training

Description of Training

High Reliability Schools: Safe, Supportive, and Collaborative School Culture

Lead Person/Position

Year of Training

Len Reppert, Assistant Superintendent

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2023

2024

2025

2026

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

2024

2026

Hours Per Training

Number of Sessions

Provider

Audience

.5

1

District

Building Administrators

General Education Teachers

Parents

Paraprofessionals

Special Education Teachers

Other

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