



SCHOOL SAFETY & SECURITY COMMITTEE (SSSC)
Crosswalk of Revised vs. Original Behavioral Health Baseline Criteria
June 2023

**NOTE: All Level 1 Proposed Behavioral Health criteria are applicable to all school entities (universal) unless otherwise specified.*

ORIGINAL (2021): Student Assistance Program (SAP)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has at least one SAP team.	School entity has at least one SAP team for each educational level (elementary, middle, high school)	School entity has at least one SAP team at each school building.
SAP teams have points of contact for county/community provider drug & alcohol and behavior/mental health services.	SAP teams include representatives from county/community provider drug & alcohol and behavior/mental health services when needed.	SAP teams include representative liaisons from county/community provider drug & alcohol and behavior/mental health services as standing members.
SAP teams include a building administrator. OR Building administrators who are SAP team members are trained in SAP.	Building administrators who are SAP team members are trained in SAP. OR The school entity has a central administration staff who is trained in SAP and participates as an ad hoc member of the SAP teams.	The school entity has a central administration staff who is trained in SAP and participates as an ad hoc member of the SAP teams. AND/OR The School Safety and Security Coordinator is trained in SAP.
Training for SAP team members on current/best practices.	Training for non-SAP team/school staff members on SAP awareness and referral process.	Training for students and parents/guardians on SAP awareness and referral process.
*It is mandated for all school districts, K-12 to provide support services for students through a student assistance program. ¹ School districts should provide evidence of the level at which they meet this mandate. Tier 3 is reflective of the best practices as outlined in PNSAS .		

REVISED (2023): Student Assistance Program (SAP)

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p><u>School entity has a process in place for coordination of services and referrals as part of a Student Assistance Program.</u></p>	<p><u>School entity’s Student Assistance Program (SAP) teams work closely with their SAP liaison agency* and/or coordinates with community providers of behavioral health services and other child-serving agencies to assist students in removing barriers to their education.</u></p> <p><u>SAP team members are trained to coordinate with other school-based processes, procedures, and/or policies (threat assessment, Safe2Say, Act 71 suicide prevention, etc.).</u></p> <p><i><u>*Note: SAP liaison agencies can include Single County Authorities (SCAs), behavioral health agencies, and other designated providers.</u></i></p>	<p>SAP teams include representative liaisons from county/community provider drug & alcohol and behavior/mental health services as standing members.</p> <p><u>School entity regularly evaluates its SAP process in consultation with key internal and external stakeholders (including parents/families, students, etc.) to identify any gaps or areas for improvement.</u></p>

ORIGINAL (2021): Behavioral Health (School Nurse)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
<p>School entity has at least one full-time school nurse.</p> <p>School nurse to pupil ratio does not exceed 1:1,500.²</p>	<p>School entity has at least one school nurse assigned to each school building.</p>	<p>Each school building has a full-time school nurse.^{3,4}</p> <p>School nurse to student ratio does not exceed 1:750 for regular education population, 1:225 for mixed regular and special education population, and 1:125 for students with severe or profound disabilities.</p>

REVISED (2023): Mental/Behavioral Health Personnel & Services/Supports

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p>School entity has at least one full-time school nurse.</p> <p><u>School entity has met statutory requirements related to the provision of certified school nursing services.</u>⁵</p>	<p><u>School entity has school nursing services provided by a qualified individual consistently available for all students.</u></p> <p><i>*Note: As an example, a school nurse is present in school buildings on a regular basis to address health needs of students in that building.</i></p>	<p>Each school building has a full-time school nurse.^{6,7}</p> <p>School nurse to student ratio does not exceed 1:750 for regular education population, 1:225 for mixed regular and special education population, and 1:125 for students with severe or profound disabilities.</p>

ORIGINAL (2021): Behavioral Health (*School Counselor*)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has at least one full-time school counselor for each level (elementary, middle, high).	School entity has at least one school counselor assigned to each school building.	School entity has a school counselor for every 250 students. ⁸

REVISED (2023): Mental/Behavioral Health Personnel & Services/Supports

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p>School entity has a <u>school counseling program*</u> in place to ensure all students have access to qualified services, when needed.</p> <p><i>*Note: As defined in Chapter 4, Chapter 12 (Student Services Plan 12.41), Chapter 339</i></p>	<p><u>Dedicated school counseling services are placed in each school building to address and support students’ developmental needs and growth.</u></p>	<p>School entity has a school counselor for every 250 students.⁹</p>

ORIGINAL (2021): Behavioral Health (School Psychologist)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has at least one full-time school psychologist who provides academic support.	School entity has at least one school psychologist assigned to provide academic, behavioral and mental health support for each school building.	School entity has a school psychologist assigned for every 500-700 students. ¹⁰

REVISED (2023): Mental/Behavioral Health Personnel & Services/Supports

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
School entity has a <u>student services plan</u> in place that includes access to a <u>qualified school psychologist</u> .	School entity has at least one <u>full-time/dedicated school psychologist assigned employed/contracted</u> to provide academic, behavioral and mental health support.	School entity has a full-time/dedicated school psychologist assigned for every 500 students. ¹¹

ORIGINAL (2021): Behavioral Health (*School Social Worker*)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has at least one full-time school social worker who provides macro-level or targeted (e.g., only special education) support.	School entity has at least one school social worker assigned to each school building to provide both macro-level support and direct services to students.	School entity has a school social worker for every 250 students (or less for students with intensive needs). ¹²

REVISED (2023): Mental/Behavioral Health Personnel & Services/Supports

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
School entity has a student services plan <u>that includes access to qualified social work services.</u>	School entity has at least one <u>full-time/dedicated school licensed social worker, licensed clinical social worker, and/or certified school social worker assigned employed/contracted</u> to provide both macro-level support and direct services to students.	School entity has a <u>full-time, certified</u> school social worker for every 250 students (or less for students with <u>more</u> intensive needs). ¹³

ORIGINAL (2021): School Climate

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity regularly conducts a school climate survey.	School entity has a team that reviews and analyzes data from the regularly conducted school climate survey and makes recommendations.	School entity utilizes data and recommendations from school climate survey to help guide policy and procedures and to drive practice as they relate to school health and mental health services.
School entity implements specific recommendations from school climate survey to prevent discipline problems, build skills, and foster positive relationships among students.	School entity utilizes one or more universal strategies (e.g., restorative practices, PBIS, character education, SEL programs, etc.) to prevent discipline problems, build skills, and foster positive relationships among students.	School entity implements or is working toward implementing trauma-informed approaches to education and integrates efforts with existing universal strategies.
School entity has policies and procedures in place that promote respect for differences (e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), support civil rights and respond to discrimination.	School entity provides training and professional development on respecting differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), supporting civil rights and responding to discrimination.	School entity actively encourages students to respect differences by allowing and supporting clubs and organizations in schools that promote diversity (e.g. Gay-Straight Alliance, Circle of Friends, Aevidium, ASL Club, Key Club, Multicultural Club, etc.).
School entity has policies and procedures in place that address the use of technology and social media.	The school entity is responsive to changes in technology and/or the environment and amends its policies and procedures accordingly.	School entity has an advisory group that includes teachers, administrators, students and parents who review and recommend modifications to the technology and social media policies based on technological developments and/or the current environment.

REVISED (2023): School Climate

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
School entity <u>regularly</u> conducts a survey that <u>includes or addresses school climate-related questions at least every two years.</u>	School entity has a team in place to review <u>climate-related data and develop an improvement plan that addresses training, systems, and practices.</u>	School entity implements specific recommendations from school climate- <u>related data survey</u> to address student conduct prevent discipline problems , build skills, and foster positive relationships among students.
School entity has policies and/or procedures in place that <u>comply with state and federal</u>	School entity has policies and/or procedures in place that promote respect for differences	School entity provides training and professional development on respecting

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p><u>civil rights requirements to respond to discrimination and promote a safe and supportive learning environment for all.*</u></p> <p><i><u>*Note: This criterion applies for students, staff, and others supported by the school environment.</u></i></p>	<p>(e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), support civil rights, and respond to discrimination.</p>	<p>differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), supporting civil rights, and responding to discrimination.</p> <p>School entity actively encourages students to respect differences by allowing and supporting clubs and organizations in schools that promote diversity.</p>
<p>School entity has policies and/or procedures in place that address the appropriate student use of technology and social media.</p>	<p>School entity is responsive to changes in technology and/or the environment and amends its policies and procedures accordingly.</p>	<p>School entity <u>solicits input from</u> has an advisory group that includes teachers, administrators, students, and parents/families who review and recommend modifications to the technology and social media policies and procedures based on technological developments and/or the current environment.</p>

ORIGINAL (2021): Assessment

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
Behavioral Health and School Climate Assessment conducted in school buildings representative of the school entity.	Behavioral Health and School Climate Assessment conducted in school buildings at each educational level (elementary, middle, and high).	Behavioral Health and School Climate Assessment conducted in every school building. Develop internal capacity to do ongoing/follow-up assessments.

REVISED (2023): Student Assistance & Behavioral Health Support Assessment

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p><u>Student Assistance and Behavioral Health Support and School Climate Assessment (aligned with standards and guidance adopted by the School Safety and Security Committee (SSSC)) has been conducted in school buildings that is representative of the school entity.</u></p>	<p><u>Student Assistance and Behavioral Health Support and School Climate Assessment (aligned with standards and guidance adopted by the SSSC) has been conducted in school buildings at each educational level (elementary, middle, and high).</u></p>	<p><u>Student Assistance and Behavioral Health Support and School Climate Assessment (aligned with standards and guidance adopted by the SSSC) has been conducted school-entity wide in every school building.</u></p> <p><u>Conduct ongoing/follow-up assessments at regular intervals or when new programs, services, or initiatives are implemented.</u></p>

ORIGINAL (2021): Social-Emotional Learning (SEL)

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity provides prevention education at all school levels i.e. character education, resiliency building, equity, coincide with school climate work.	Prevention education in the classroom, curriculum infusion and evidence-based/ informed programs.	Intervention – working with small groups of students who have been referred via SAP or other school processes.
All teachers and administrators receive training in SEL.	All para-professionals/auxiliary staff ¹⁴ and students receive instruction in the concept of SEL.	School entity offers a training for parents in SEL.
Professional training provided for the school entity on the following topics: <ul style="list-style-type: none"> • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment 	Professional staff training provided at the school level (elementary, middle, high) on: <ul style="list-style-type: none"> • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment 	Auxiliary staff school building based awareness trainings provided on: <ul style="list-style-type: none"> • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment
School entity has policies and strategies in place to address incidents of bullying.	School entity has implemented a bullying prevention program at one or more school levels.	School entity has implemented a bullying prevention program at all school levels and buildings that is incorporated as part of social emotional learning and integrated with other prevention and wellness efforts.
SEL materials promote respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.).	Every grade level utilizes SEL materials that incorporate respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.).	Respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.) is fully integrated into SEL materials and other prevention and wellness efforts.
SEL materials include social media.	SEL program helps students use technology and social media in a positive manner to promote digital citizenship.	SEL program recognizes variations in students' perspectives and use of social media, tailors its response accordingly to help students use social media in a positive manner, and utilizes technology and social media to support social emotional learning.

REVISED (2023): School Climate

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p>School entity provides <u>age-appropriate prevention education for students aligned with state and federal requirements (e.g., youth suicide awareness and prevention, opioid misuse prevention, threat assessment, etc.)</u>.</p>	<p>School entity provides prevention education at all school levels (e.g., i.e. character education, resiliency building, equity), coincide <u>aligned</u> with school climate work.</p> <p>All teachers and administrators receive training in <u>social emotional learning (SEL)</u>.</p>	<p>Prevention education in the classroom, curriculum infusion, and evidence-based/informed programs.</p> <p>All <u>para-educators/support staff</u>¹⁵ and students receive instruction in the concept of SEL, and training/information is also offered <u>to parents/families</u>.</p> <p>School entity has mechanisms to track impact of SEL and other prevention programs <u>(example: reductions in school discipline incidents, attendance improvement, PAYS data, etc.)</u>.</p>
<p>Professional training provided <u>to school entity employees pursuant to state and federal requirements*</u> on topics related to student safety and well-being.</p> <p><i>*Note: See 24 P.S. §§ 1310-B, 1517, 1518 (school safety and security training); 24 P.S. §1205.6 (child abuse recognition and reporting); 24 P.S. §§ 102, 1205.7 (trauma-informed approaches); 24. P.S. §1526 (suicide awareness and prevention training); 34 CFR 106.45 (Title IX sexual harassment training); 24 P.S. §1303-D (Safe2Say Something training); 24 P.S. §§1205.4, 1410, 1424 (CPR/AED training).</i></p>	<p>School entity provides ongoing professional development and training opportunities for all employees on topics related to student safety and well-being that are responsive to school- and/or community-specific needs.</p>	<p>School entity provides ongoing professional development and training opportunities for all employees and other individuals who work with students* on age-appropriate and role-specific topics responsive to needs identified through school climate-related data and other relevant metrics.</p> <p><i>*Note: "Other individuals" include, but are not limited to, coaches, SROs / SPOs, volunteers, contracted staff, other community-based partners</i></p>
<p>School entity has policies and strategies in place to address incidents of bullying and <u>has made that information available as required.*</u></p> <p><i>*Note: 24.P.S. § 1303.1-A</i></p>	<p>School entity has implemented a bullying prevention program at one or more school levels.</p>	<p>School entity has implemented a bullying prevention programs have been implemented school entity-wide at all school levels and buildings that is incorporated as part of social emotional learning and <u>and are</u> integrated with other prevention and wellness efforts.</p>

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
		<u>School entity has mechanisms to track impact of bullying prevention programs.</u>

ORIGINAL (2021): School-Community Involvement

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has agreement with area MH and/or AOD (D&A) providers for student, outside referral for counseling.	School entity has agreement with area MH and/or AOD (D&A) providers for onsite student counseling.	Each school building has an agreement with area MH and/or AOD (D&A) providers for onsite student counseling.

REVISED (2023): Mental/Behavioral Health Personnel & Services/Supports

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<i>N/A – recommended language to merge with SAP Level 1 criteria (see page 2).</i>	N/A	N/A

ORIGINAL (2021): Staff Training

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
Specialized staff training programs in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.	All professional and para-professional staff training in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.	Auxiliary staff training in working with youth for appropriate developmental stages.

REVISED (2023): Staff Training

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p><u>Where required by state or federal law, school entity has specialized staff training programs in place in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention (e.g., training aligned with 22 Pa. Code Chapter 10 (Safe Schools), Chapter 14 (Special Education Services and Programs), Chapter 711 (Charter School and Cyber Charter School Services and Programs for Children with Disabilities); 24 P.S. § 1310-B (school safety and security training), etc.).</u></p>	<p>School entity has specialized staff training programs* in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.</p> <p><i>*Note: This training could be made available to all school entity staff who work with students, not just those that are required to undergo training as part of statutory mandates.</i></p>	<p>All school professional staff, para-educators/support professional staff and other individuals working with students receive training in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.</p> <p>Auxiliary Training for support staff and other individuals training in addresses working with youth for appropriate developmental stages.</p> <p>Implementation fidelity is regularly assessed/monitored.</p>

ORIGINAL (2021): Trauma-Informed Approach Plan¹⁶

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity develops a trauma informed approach plan.	Trauma plan developed for each school level (elementary, middle, high), including training and implementation procedures of the plan.	Trauma plan developed for each school building.

REVISED (2023): Trauma-Informed Approach Plan

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
School entity develops a trauma-informed approach plan .	Trauma-informed approach plan developed for each school level (elementary, middle, high), including training and implementation procedures of the plan.	<p>Trauma-informed approach plan developed and adopted school entity-wide that addresses each school level for each school building.</p> <p>Trauma-informed approaches responsive to adopted plan have been implemented and monitored for impact, ongoing needs, etc.</p>

ORIGINAL (2021): Threat Assessment¹⁷

Original Tier 1 Behavioral Health Criterion (2021)	Original Tier 2 Behavioral Health Criterion (2021)	Original Tier 3 Behavioral Health Criterion (2021)
School entity has developed a threat assessment plan.	Each school level (elementary, middle, high) has a threat assessment plan, including training and implementation procedures of the plan.	A threat assessment plan has been developed for each school building.
School entity has enacted their threat assessment plan.	Each school level (elementary, middle, high) has enacted their threat assessment plan.	Each school building has enacted their threat assessment plan.

REVISED (2023): Threat Assessment and Management¹⁸

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<p>School entity has <u>established at least one threat assessment team and developed policies and/or procedures for assessing and intervening with students whose behavior may indicate a threat.</u></p>	<p><u>Threat assessment team members are trained to coordinate with other school-based processes, procedures, and/or policies (SAP, IEP/Section 504, Safe2Say, Act 71 suicide prevention, etc.).</u></p> <p><u>Threat assessment team(s) work closely with community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.) as part of their established threat assessment process.</u></p> <p><u>School entity has provided awareness education for students, parents/families, and community members related to threat assessment.</u></p>	<p><u>School entity’s threat assessment team(s) is/are integrated within a comprehensive multi-tiered system of supports (MTSS).</u></p> <p><u>School entity has a consistent mechanism in place for documentation and/or case management.</u></p> <p><u>School entity’s threat assessment team(s) have standing members representing community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.).</u></p> <p><u>School entity’s threat assessment team(s) have conducted collaborative tabletop exercises and/or scenario-based training.</u></p>

REVISED (2023): Additional 'Level 1' Behavioral Health Baseline Criteria (NEW)

Level 1 Behavioral Health Criterion (2023)	Level 2 Behavioral Health Criteria (2023)	Level 3 Behavioral Health Criteria (2023)
<u>For the purposes of grant funding use, school entities may address gaps identified as part of a recent Student Assistance and Behavioral Health Assessment conducted by an individual recognized to perform such assessments on the PCCD School Safety and Security Assessor Registry.</u>	N/A	N/A

¹ PA Public School Code of 1949, 24 P.S. §§1547, 1732-A, and 1749-A, and 22 Pa. Code §§ 4.13(c), 12.16, 12.42.

² PA Public School Code of 1949, §1402 (a.1)

³ The Role of the 21st Century School Nurse, NASN Position Statement, rev. 2018

⁴ AAP Policy Statement Recommends Full Time Nurse in Every School, 5/23/16

⁵ PA Public School Code of 1949, §1402(a.1) requires that every child of school age shall be provided with school nurse services and establishes that the number of students under the care of each school nurse shall not exceed 1,500. Further, Department of Health regulations contained in Chapter 23 of Title 28 of the Pennsylvania Code, list required school health services and required school health personnel.

⁶ The Role of the 21st Century School Nurse, NASN Position Statement, rev. 2018

⁷ AAP Policy Statement Recommends Full Time Nurse in Every School, 5/23/16

⁸ American School Counselor Association recommendation; see also PA School Counselors Association legislative update

⁹ Ibid.

¹⁰ National Association of School Psychologists, Policy Platform, Section I; Association of School Psychologists of Pennsylvania, Student-to-School Psychologist Ratios Press Release

¹¹ Ibid.

¹² School Social Work Association of America, Resolution Statement

¹³ Ibid.

¹⁴ Definitions provided in 2021 Standards: **Auxiliary staff:** *Non-professional school personnel who provide direct and/or supportive infrastructure services, e.g. food service, custodial, secretarial, and information technology personnel; may be a school employee or a contracted worker.* **Para-Professional Staff:** *Supportive personnel who assist professional staff in working with students, e.g. education aide, nurse aide, therapeutic staff support, etc.; may be a school employee, contracted worker, or external provider agency staff.*

¹⁵ Ibid.

¹⁶ PA Public School Code of 1949, §1311-B

¹⁷ PA Public School Code of 1949, Article XIII-E, §1301-E et seq.

¹⁸ PA Public School Code of 1949, Article XIII-E, §1301-E et seq.