

Central York School District

Special Education Plan

2021-2024



Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 709
School District Total Student Enrollment 6128
Percent of Students Receiving Special Education 11.6

Steering Committee

| Name | Position/Role | Building | Email |
|---------------------|-------------------------------|-----------------|--------------------------|
| Dr. Michelle Ludwig | Director of Special Education | Central York SD | mludwig@cysd.k12.pa.us |
| Melissa Sebright | Other | Central York SD | msebright@cysd.k12.pa.us |
| Jennifer Martin | Other | Central York SD | martin@cysd.k12.pa.us |
| Elizabeth Mason | Other | Central York SD | emason@cysd.k12.pa.us |
| Kevin Youcheff | Other | Central York SD | kyoucheff@cysd.k12.pa.us |

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 |
| YDC | Licensed Shelter | | Other | 45 |

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.)

The Central York School District provides educational oversight to non-resident school-age students who have been committed to the York County Youth Development Center. The District is required to provide a free appropriate public education (FAPE) to each student who is eligible for special education services by granting access to his/her least restrictive environment as determined by the circumstances governing his/her placement in a §1306 facility. All placement decisions begin with the presumption a student will receive his/her education in a regular public school within the District. However, other factors may lead parents/guardians and/or appropriate public officials to determine that such an educational placement is improper for the student. Placements in §1306 facilities made through Children and Youth or the juvenile/adult justice system often require a student receive his/her educational programming within the facility. If a student is not able to leave York County Youth Center to attend an appropriate placement in a public school operated by the District due to student safety, security, or the existence of a court order, the Central York School District maintains dedicated special education teachers and regular education teachers, through Lincoln Intermediate Unit (LIU 12), assigned to York County Youth Center. These teachers provide appropriate educational services to nonresident students. Once York County Youth Center shares a "Notification of Admission to Facility or Institution and School Enrollment" with the Central York School District for an eligible student, the Special Education office requests educational records from the student's district of residence. Records are examined to determine if all special education documents (Evaluation Report, Reevaluation Report, IEP, etc.) are current. If the student's evaluation/reevaluation documents have expired, parental permission for a reevaluation is sought by the District. A student who enters York County Youth Center under these circumstances will not be denied special education services while awaiting the results of a reevaluation. The Special Education Teacher, assigned through LIU 12, will adopt the current or expired Individualized Education Program (IEP) provided by the student's district of residence. The adopted IEP is implemented by LIU 12 staff by providing comparable special education services, including access to his/her least restrictive environment, until a new IEP is developed. The Parents/guardians as well as the student's district of residence are welcomed as partners in contributing to educational decision-making for nonresident students who reside at York County Youth Center.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

When a non-resident student is placed in a residential facility, it is the responsibility of the district in which the facility is located to provide special education and related services to the non-resident student. This process begins through a Best Interest Determination (BID) meeting. At the BID meeting stakeholders discuss the needs of the student, regarding whether a student can or should leave the grounds for their education. If it is determined, through the BID team or court order, the student should remain on grounds for their education, Lincoln Intermediate Unit provides educational services. The District of Origin is responsible for issuing a Notice of Recommended Educational Placement (NOREP) outlining the student's placement and supports they will receive. The District will collaborate with staff at the §1306 facility and will send a representative to serve as LEA at all IEP meetings. When a student is ready to begin the transition process back to the District or to another educational placement, an IEP team meeting will occur to discuss the transition. This transition could include a gradual transition course by course or half days with supports in place to ensure a successful transition.

Incarcerated Students Oversight

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

| §1306.2 Facilities | | | |
|--------------------|---------------|----------------------|---------------|
| Facility Name | Facility Type | Services Provided By | Student Count |
| York County Prison | prison | Other | 16 |

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).
We work with staff from Lincoln Intermediate Unit # 12 in order to locate, identify, and evaluate, when deemed eligible, students who may be eligible for special education services that are located in York County Prison.

Least Restrictive Environment

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

After reviewing the past three years Special Education Data Reports, Central York School District educates 61.5% of students inside the regular education classroom 80% or more of the day. The students who are educated inside the regular education classroom less than 40 of their day represents 10.0% of special education population. The population in the District where students are educated in other settings is 5.2%.

According to the 2019-2020 Special Education Data Report, the baseline data was reset that year; therefore, no target measures were performed. Central York School District did not meet the SPP/ARP target under Indicator 4A: Discrepancy in Suspension and Expulsion Rates. The District reviewed the School Board Policy 218 and provided professional development to all building-level administrators regarding 'What You Should Know About Suspension and Expulsions', 'Alternatives to Suspensions and Expulsions', and the 'BEC: Disciplinary Exclusions of Students Who are Eligible for Special Education'.

Prior to an Assistant Principal's assignment of Suspension to a learner identified under the IDEA (who receives special education services), the administrator will notify the School's designated Special Education Supervisor and the learner's special education case manager. No suspension should proceed without confirmation from both individuals that there are no exceptional circumstances preventing an initial suspension or suggesting that the proposed discipline should be modified in any way.

The following Procedures were established:

If the learner is identified with an Intellectual Disability (ID) a Manifestation Determination Meeting MUST be scheduled prior to issuance of any discipline that constitutes a change of placement, including ANY Suspension, in (where FAPE is not provided) or out of school. Specifically, if the learner's behavior is found to be a manifestation of his/her disability through the manifestation determination process, the learner's placement cannot change (via suspension or otherwise) unless the learner's parents and the District agree to and document a change in placement via a NOREP. Even if the behavior is found to not constitute a manifestation, any disciplinary measure that results that constitutes a change in placement (in-school, unless FAPE is provided, or out-of-school suspension) requires immediate implementation of the learner's IEP and their legal right to a free appropriate public education (FAPE). This change must be documented in a Notice of Recommended Educational Placement (NOREP). For all learners, the total number of days of Suspension for any learner is tracked in Skyward and documented in administrative letters sent to the parents documenting the incident that caused the Suspension, the due process and rights and legal protections implemented, and the resulting discipline. That letter is placed in the learner's cumulative file. The letter will document how the learner can access their learning while suspended, in accordance with the direction of the IEP team. Legal protections for shorter-term cumulative or consecutive suspensions in School Year.

The Assistant Principal will contact the learner's family by phone regarding an initial Suspension of any length.

For suspensions of 1-3 days, prior to the suspension, an informal meeting with the learner and parents should take place.

For suspensions of 4-10 days, an informal hearing must be held within the first five (5) days of suspension with the learner and parents. Additionally, a written notification of reasons for the suspension should be provided to parents. While suspensions up to 10 consecutive days do not technically require a manifestation determination, the Assistant Principal will consult with the Special Education Supervisor or Director of Special Education to determine if any special circumstances would support an “early” manifestation determination or a consideration of behavior support outside of traditional discipline. An internal alert will indicate when 5-7 suspensions accumulate, and will notify the Special Education Supervisor or Director of Special Education. While the District is not obligated to provide any educational services during a learner’s first ten (10) days of suspension (cumulative or consecutive), the Special Education Supervisor and/or case manager will make recommendations relative to educational support to reduce the overall impact of a deprivation of educational services (which can have a direct result on a learner’s annual progress).

Legal protections for more than 10 consecutive days of Suspension (aka “Expulsion”) in School Year. When a proposed suspension of a special education learner equals 11 or more consecutive days, not only does this constitute an expulsion under the Public School Code, but this equals a “change in placement” as a result of the proposed discipline. In a “change of placement” special rules apply, above and beyond normal due process protections of an expulsion proceeding before the Board or agreement to an expulsion waiver.

- (a) A manifestation determination meeting must be scheduled as soon as is possible, but prior to any Board expulsion hearing.
- (b) Parents must be notified of the meeting and a reasonable opportunity for their participation secured.
- (c) The results of the manifestation determination should be presented at a Board expulsion hearing that proceeds ONLY after an IEP team’s determination that the conduct was NOT a manifestation.
- (d) After an expulsion hearing or executed waiver agreement, the IEP team will meet to discuss the learner and any accommodations and/or services needed by learner during expulsion. The case manager will issue the Invitation, revise IEP, and issue a NOREP.
- (e) The results of the manifestation determination, any proposed change in placement, the provision of FAPE as identified in the learner’s IEP, and the result of any expulsion proceedings should be documented in a NOREP and the Parents provided procedural safeguards. While the District is not obligated to provide any educational services during a learner’s first ten (10) days of suspension (cumulative or consecutive) in a school year, the Special Education Supervisor and/or Case Manager will make recommendations relative to educational support to reduce the overall impact of a deprivation of educational services (which can have a direct result on a learner’s annual progress) until the manifestation determination and/or expulsion proceedings conclude and a longer-term placement decision is made. Thereafter, a full FAPE for the learner is required for days 11 on.

If the behavior WAS found to be a manifestation, no discipline of any sort may proceed, unless agreed upon by the IEP team and Parents, and consented to in a NOREP. Instead, the team must either issue a Permission to Re-Evaluate for a Functional Behavioral Assessment (FBA), or if the learner has already had an FBA, the resulting Positive Behavior Support Plan (PBSP) will be revisited.

*There are specific legal exemptions permitting implementation of an alternative placement for a learner for up to 45 school days (via expulsion proceedings or agreement of the Parents) regardless of whether the behavior was a manifestation of disability, but only when specific facts are in play relating to illegal drugs, weapons, and serious bodily injury, all as specifically defined in the federal regulations. The

legal processes for potential imposition of this special 45 day placement (including manifestation determinations, IEP meetings, and legal notice via a NOREP) will follow from the case manager and Special Education Supervisor prior to this placement beginning. Legal protections for 11-15 Days of Cumulative Suspensions in a School year.

Cumulative suspensions from 11-15 days can constitute a change in placement, and thus require implementation of additional legal protections for a special education learner. Therefore, if a learner accumulates numerous short-term suspensions that accumulate to 11-15 days of cumulative suspensions in a school year, and these short-term suspensions constitute a pattern of behavior as defined in the IDEA regulations, and additional suspensions are proposed beyond 11 total days, a Manifestation Determination meeting must be scheduled prior to implementation of another day of suspension. Upon receiving notice of a newly proposed suspension, the Case Manager or Special Education Supervisor will issue an Invitation to an IEP meeting, where the team discussed whether there is a pattern of behavior as defined in the regulations. If the team finds that there is a pattern of behavior, this constitutes a change of placement, requiring implementation of additional legal protections. Thereafter, the team will ensure implementation of additional protections:

- (a) A manifestation determination meeting must be scheduled as soon as is possible, but prior to any implementation of discipline.
- (b) Parents must be notified of the meeting and a reasonable opportunity for their participation secured.
- (c) If the behavior is NOT a manifestation of disability, the Case Manager will develop a plan for to ensure the accommodations and/or services needed during suspension to ensure the learner receives a FAPE as outlined in his IEP.
- (d) The results of the IEP team to determine a pattern of behavior, the results of the manifestation determination, any proposed change in placement via suspension, and the provision of FAPE as identified in the learner's IEP should be documented in a NOREP and the Parents provided procedural safeguards.

If the behavior was NOT a manifestation, a letter is sent home documenting the incident that caused the Suspension and the resulting discipline. That letter is placed in the learner's cumulative file. If the behavior WAS a manifestation, no discipline of any sort may proceed, unless agreed upon by the IEP team and Parents, and consented to in a NOREP. Instead, the team must either issue a Permission to Re-Evaluate for a Functional Behavioral Assessment (FBA), or if the learner has already had an FBA, the resulting Positive Behavior Support Plan (PBSP) will be revisited. Educational obligations for more than ten (10) consecutive or cumulative days of suspension in a School Year. (a)

The District is required to provide a FAPE to a learner with this number of suspensions. In other words, educational services are required at the eleven (11) day mark, and for each suspension day thereafter. In general, the District is required to provide all of the services in the IEP. Modify the IEP to account for any services that may be modified in implementation for longer-term suspensions. (b) A Functional Behavioral Assessment (FBA) should be considered as soon as a learner is removed for more than ten (10) cumulative days in a school year, via a Permission to Re-Evaluate. If the learner has already had an FBA, the resulting Positive Behavior Support Plan (PBSP) will be revisited. (c)

If the behavior WAS a manifestation, no discipline of any sort may proceed, unless agreed upon by the IEP team and Parents, and consented to in a NOREP. Instead, the team must either issue a Permission to Re-Evaluate for a Functional Behavioral Assessment (FBA), or if the learner has already had an FBA, the resulting Positive Behavior Support Plan (PBSP) will be revisited. Legal obligations for Days 16+ of Cumulative

Suspensions in a School Year. A manifestation determination must be scheduled for every suspension that is proposed beyond 15 cumulative days in a school year. Therefore:

- (a) A manifestation determination meeting must be scheduled as soon as is possible, but prior to any implementation of discipline.
- (b) Parents must be notified of the meeting and a reasonable opportunity for their participation secured.
- (c) If the behavior is NOT a manifestation of disability, the Case Manager will develop a plan for to ensure the accommodations and/or services needed during suspension to ensure the learner receives a FAPE as outlined in his IEP.
- (d) The results of the manifestation determination, any proposed change in placement via suspension, and the provision of FAPE as identified in the learner's IEP should be documented in a NOREP and the Parents provided procedural safeguards.

If the behavior was NOT a manifestation, a letter is sent home documenting the incident that caused the Suspension and the resulting discipline. That letter is placed in the learner's cumulative file. If the behavior WAS a manifestation, no discipline of any sort may proceed, unless agreed upon by the IEP team and Parents, and consented to in a NOREP. Instead, the team must either issue a Permission to Re-Evaluate for a Functional Behavioral Assessment (FBA), or if the learner has already had an FBA, the resulting Positive Behavior Support Plan (PBSP) will be revisited.

Expulsion (greater than 10 days of consecutive suspensions) via Expulsion Waivers. A Manifestation Determination MUST be scheduled prior to any proposal of a waiver agreement for expulsion, as identified in the due process protections above, and overseen by the IEP team. An expulsion waiver may only be implemented if the learner is provided a FAPE as outlined in his IEP, and with parent agreement via the waiver and a NOREP.

Central York School District did not meet the target under Indicator 14: Post-School Outcomes for Target B and C. This indicator was not met due to not receiving the SPP/APR target rate of 2020 Post-School Outcome Survey Results. Various school representative, including Special Education Supervisors, Director of Special Education, Special Education Administrative Assistant, a School Psychologist, and a Transition Coordinator make many attempts to contact parents/guardians to complete the survey. Three or more follow-up contacts were made through phone and email to ensure completion of the survey.

Overall, the Central York School District strives to have students educated in the general education classroom to the greatest degree possible. The Individual Education Plan team consisting of the student (if age appropriate), the parent/guardian, the student's general/special education teachers, Local Education Agency and school psychologist (if applicable) work collaboratively to identify the educational setting that will best address the student's needs. The Individual Education Plan team reviews a variety of factors including, but not limited to, present academic and functional levels (ex: report cards, behavioral reports, evaluation reports/ reevaluation reports, psychological/psychiatric reports, the current Individual Education Plan goals and parent/teacher input). After reviewing this information, the team determines the student's needs. Based on the student's needs, the team establishes measurable goals which will be monitored throughout the school year. The team identifies program modifications and specially designed instruction that must be implemented in order for the student to be successful within his program. Once present levels, the needs, goals and specially designed instruction are identified, then the team can review a variety of

placement options and determine which placement would lead to the greatest amount of progress for the student while considering the least restrictive educational placement. The team considers regular education as the first option while also reviewing supplementary aides and services that are currently in place or could be put into place to ensure that the student is educated in the least restrictive environment.

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

MTSS is a process used at all levels to implement interventions and support for students prior to the consideration of special education supplementary aids and services. In each building, administrators, general and special education teachers, school psychologists, related service providers, and school counselors meet to discuss and develop plans for learners. In each building, the team works to implement tier 2 and tier 3 instruction based on individual student needs. These teams analyze specific student data to determine remediation and interventions, which are first implemented in the general education environment. Each student's progress is continuously monitored to determine if the support or tier 2 or tier 3 intervention has been successful. If the student is not making adequate progress with consistent research-based interventions, an evaluation for special education services may be issued. The district utilizes the following universal academic practices through tier 1: reading and math diagnostics tests, curriculum-based assessments, state assessments, and historical performance on assessments. In grades K-3, students are instructed using Wilson Language Training through Foundations, a multi-sensory, structured language program, and Heggarty, a phonemic awareness curriculum, as our language arts instruction. In grades K-6, Pioneer Valley Guided Reading materials are used. Additional Tier 1 academic resources and supports include: IXL (4-12), Addimals/Subtractimals (K-3), Reflex (K-3), Peer Tutoring at the high school during Flex, Homework Club at the middle school, after school tutoring, and a Mentor/ Buddy Programs district-wide. Tier 2 supports include using the Phonological Awareness Screener for Intervention (PASI) and Phonics Screener for Intervention (PSI) to target reading interventions, Leveled Literacy Intervention, 95% Group, Voyager Passport, Read 180, Language Live, offering a year long Algebra at the high school, and middle school math lab. Tier 3 academic interventions include: Sonday System Reading, Wilson Reading System, Systems 44, Barton, Reading Mastery, SRA Connecting Math. The district provides training and on-going support in the use of research-based instructional strategies in reading (ie. Read 180 and System 44, Language Live, Passport Reading, Sonday System, Wilson Reading, Unique Learning System, LETRS, and participation in PaTTAN's Literacy Symposium). The district recently purchased a new math series, Houghton Mifflin Harcourt Into Math to provide research-based, supported math instruction K-6. The district utilizes Acadience Reading and Math. The district also implements Responsive Classroom K-8. The district is also using the Science of Reading for elementary students. Collins Writing is utilized at the secondary level. In addition to academic support, universal behavioral practices include: monitoring discipline referrals and attendance data to identify trends and patterns. Tier 2 and 3 supports are provided through school-based counseling through TW Ponessa, check-in/check-out with a counselor, social skills groups provided by a school psychologist, school counselor, speech therapist, and/or social worker, Student Assistance Program (SAP), and Student Attendance Improvement Plans (SAIP), as well as at the high school level truancy court.

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

The Central York School District strives to have students educated in the general education classroom to the greatest degree possible. The Individual Education Plan team consisting of the student (if age appropriate), the parent/guardian, the student's regular/special education teachers, Local Education Agency, related service personnel, school counselor, and school psychologist (if applicable) work collaboratively to identify the educational setting that will best address the student's needs. The Individual Education Plan team reviews a variety of factors including, but not limited to, present academic and functional levels (ex: report cards, behavioral reports, evaluation reports/reevaluation reports, psychological/psychiatric reports, the current Individual Education Plan goals and parent/teacher input). After reviewing this information, the team determines the student's needs. Based on the student's needs, the team establishes measurable goals which will be monitored throughout the school year. The team identifies program modifications and specially designed instruction that must be implemented in order for the student to be successful within his program. Once present levels, the needs, goals and specially designed instruction are identified, then the team can review a variety of placement options and determine which placement would lead to the greatest amount of progress for the student while considering the least restrictive educational placement. The team considers regular education as the first option while also reviewing supplementary aids and services that are currently in place or could be put into place to ensure that the student is educated in the least restrictive environment. Co-teaching is utilized throughout grades K-12. Adapted Specials are available K-12. For the 2021-2022 school years, teachers were required to complete six additional hours of professional development (workshop or learning community) during the school year. Central teaching staff are able to choose from various workshops, learning communities, or create an independent course of study. Allowing voice and choice in professional development offerings enables teachers to enhance their skill set in an area they are interested in learning more about or diving deeper. In the future, the additional professional development hours will be included as an additional in-service day where teachers will have the opportunity for voice and choice professional development offerings in order to enable teachers the opportunity to enhance their skill set in an area they are interested in learning more about or to diving deeper in a specific academic, social-emotional, or behavioral area.

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

The Central York School District provides supplementary aids and services such as extra/designated personnel and transportation services to ensure meaningful participation of students with disabilities in extracurricular activities. IEP teams collaborate to include such supplementary aids and services to ensure participation of students with disabilities. The district is also a participant in Special Olympics Unified Sports. We were recognized as a National Banner School by Special Olympics in 2020, but were recognized in November, 2021 due to COVID Restrictions. Central York High School was selected to be one of only eight Pennsylvania schools named as a National Banner Unified Champion School.

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?

Students who are interested in participating in district-lead extracurricular activities are included. When a student or parent expresses interest

in participating in extracurricular activities, the IEP team will discuss the activity and how the student's disability and specific characteristics might impact the student's ability to access the activity. The IEP team identifies the specific aids and services the student may need in order to participate to the fullest potential. Given placement outside of the district, the IEP team would also consider any specialized needs associated with transportation, schedule of arrival and departure times, etc., and would accommodate the needs of the student. The Central York School District has also provided additional support staff to allow students to participate in district-led extracurricular activities with non-disabled peers. The Central York School District also provides Unified Sports Track and Field and Bocce Teams as extracurricular options for students who are Special Olympics eligible, as well as age level peers. The middle school and high school have Unified Sports, and two elementary schools have the Young Athletes program (Stony Brook). In the future, the district would like to extend the Young Athletes program to another elementary and intermediate school.

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)

Through monthly department meetings, district professional education workshops and conferences, the special education staff in our district are provided with opportunities to learn research-based interventions and strategies for educating students in the least restrictive environments. Teachers have the opportunity to attend trainings at Pennsylvania Training and Technical Assistance Network (PATTAN), the intermediate unit (IU), and other training sites which are appropriate for school-age programming and shares the information with the special education staff at monthly department meetings. Examples of programs the District has taken advantage of and participated in through PATTAN and the local IU professional learning opportunities. The District has a variety of resources to assist teams in ensuring that maximum integration is obtained. The Central York School District continues to have specific building Behavior Support Teams. The role of each of these teams is to determine what has already been implemented, observe students in their educational settings and make recommendations to help educators work with these students in the least restrictive environment as possible. The District has a variety of resources that we utilize from the Lincoln Intermediate Unit #12, including a training and consultation specialist, assistive technology specialist and many related services personnel. The Lincoln Intermediate Unit #12 specialists are utilized to train teachers and team members linked to a particular student. Central York School District operates its own elementary autistic support classes from kindergarten through 12th grade. The school district utilizes the PATTAN Autism Initiative Resources and Consultants to support the classroom staff, parents, and students. The PATTAN consultants provide training and on-site support. We also contracted with Laurel Life for Behavior Consultation Services.

The District has an adequate number of teachers and para-educators to assist students in the general education classroom. These staff members are available to assist with the specially designed instruction that is outlined in each student's Individual Education Plan and to provide remedial instruction when necessary. All special education teachers hired by the district are highly qualified and certified. All para-educators hired by the district meet the highly qualified status and are required to meet a minimum of twenty hours of staff development each school year. Teachers and support staff are encouraged to visit other classrooms and colleagues who are implementing interventions and participate in professional learning communities. Additionally, the District employs three special education supervisors to consult and support teachers and paraprofessionals.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|-------------------------------------|-------------------------------|---|-------------------------|----------------------------------|---------------------------|
| Highroad School | Licensed Private Academic | | SESi Schools | Emotional Support | 9 |
| Highroad School of Southern York | Licensed Private Academic | | SESI Schools | Autistic Support | 7 |
| New Story | Approved Private School (APS) | | New Story Schools | Autistic Support | 1 |
| River Rock Academy Red Lion PAL | Licensed Private Academic | | River Rock Academy Inc. | Emotional Support | 4 |
| Soaring Heights | Licensed Private Academic | | Pyramid Health | Autistic Support | 1 |
| River Rock Academy Red Lion AEDY | Approved Private School (APS) | | River Rock Academy Inc. | | 2 |
| Dallastown High School | Other | Neighboring School District | LIU 12 | Deaf and Hard of Hearing Support | 2 |
| Bridges Partial Hospitalization | Other | Neighboring School District | LIU 12 | Emotional Support | 2 |
| TES Academy at York Learning Center | Other | Other Public Facility within Central York School District | LIU 12 | Emotional Support | 2 |
| Lincoln Edge | Other | Cyber School from LIU 12 | LIU 12 | Learning Support | 2 |
| Lincoln Edge | Other | Cyber School from LIU 12 | LIU 12 | Emotional Support | 1 |
| Lion's Pride Academy | Other | Other Public Facility within Central York School District | LIU 12 | Emotional Support | 1 |
| York Township Elementary | Other | Neighboring School District | LIU 12 | Multiple Disabilities Support | 1 |
| York Learning Center | Other | Instruction in the Home | LIU 12 | Multiple Disabilities Support | 2 |
| York Learning Center | Other | Other Public Facility within Central York School District | LIU 12 | Multiple Disabilities Support | 10 |
| York Learning Center | Other | Dual Diagnosis Secondary | LIU 12 | Life Skills Support | 2 |

| | | | | | |
|--|-------|-----------------------------|--------------------------------|----------------------------------|---|
| Larry J. Macalusco Elementary | Other | Neighboring School District | LIU 12 | Deaf and Hard of Hearing Support | 1 |
| New Oxford High School | Other | Neighboring School District | LIU 12 | Deaf and Hard of Hearing Support | 1 |
| Conewago Valley Intermediate | Other | Neighboring School District | LIU 12 | Deaf and Hard of Hearing Support | 1 |
| New Visions II at Leg Up Farm | Other | Worked Base Transition | LIU 12 | Life Skills Support | 1 |
| York County School of Technology: YTechX | Other | Neighboring School District | LIU 12 | Life Skills Support | 2 |
| York County School of Technology | Other | Neighboring School District | LIU 12 | Emotional Support | 2 |
| Hoffman Homes for Youth | Other | Residential Facility | Hoffman Homes for Youth | Autistic Support | 1 |
| Wallace Elementary | Other | Neighboring School District | West York Area School District | Learning Support | 1 |

Positive Behavior Support

Date of Approval
2021-02-22

Uploaded Files
DOC041822-04182022094558.pdf

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

The district supports social and emotional needs of students by utilizing (K-8) the Responsive Classroom social-emotional curriculum to support positive behaviors. The Green Circle is used by grades K-3 at Hayshire, Stony Brook, and Roundtown Elementary Schools. Whereas the secondary levels utilize Positive Behavior Intervention Support (PBIS). The middle and high school utilize Restorative Practices and offer small group, mental and behavioral support through the Panther Pathways classrooms. At the high school level, Panther Pathways is also a course recovery program. School-based counseling services are provided by T. W. Ponessa. The District provides training to staff in Safety Care in an effort to de-escalate students who may be in crisis. All crisis team members, principals, assistant principals, and special education supervisors receive initial training and on-going recertification every 12 months. Additionally, specific classrooms with known incidents of significant behavior, such as autism support, have all classroom staff and paraprofessionals certified in Safety Care de-escalation techniques and physical management, as a last resort. All teachers are required to develop and implement positive behavior management systems within their own classrooms. For students who may not respond to typical classroom management procedures, the school staff has access to the district-wide behavior support team which assists in collecting data for Functional Behavioral Assessments and designing behavior intervention plans. Additional and more intensive services may include: a Threat Assessment Team which follows the Comprehensive School Threat Assessment Guidelines. The team is composed of the following members: Safety and Security Director, a Social Worker, School Psychologist, Nurse, School Counselor, Special Education Supervisor, and School Resource Officer. the Student Assistance Program team with trained staff members who support students through mental health, drug, alcohol, and crisis situations. During the 2022 school year, Central York High School's Student Assistance Program Team received distinguished recognition by the Pennsylvania Association of Student Assistant Professionals. The district connects families to supports and services through MH-IDD (Mental Health-Intellectual Developmental Disabilities), and the district employs 3.5 school psychologists, one who is a Board Certified Behavior Analyst, to support students' academic, social, emotional, and behavioral needs district-wide.

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.

All three Special Education Supervisors are Trainers of Safety Care Crisis Prevention Training, Safety Care provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety Care

provides teachers, para-professionals, and administrators tools needed to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). Sessions are provided in summer sessions as well as throughout the school year.

3. Describe the district positive school wide support programs.

PBIS is the framework that guides K-12. One Diversity Specialist supports the K-12 students and staff. District -wide staff (bus drivers, Administrative staff, and school staff) participated in Trauma Informed Trainings by Lakeside. Responsive Classroom is used in K-8. School Counselors, School Psychologists, Social Workers, and Speech Therapists teach small, social skills groups. K-6 grades conduct Child Study Teams. Our middle school and high school conduct Student Review Meetings. In both middle and high school, students engage in the Central Learning Coach Model and "loop" with the teacher/coach. This happens in grades 7-12. In middle and high school, Assistant Principals "loop" with the students in order to maintain and facilitate relationships. School Counselors also loop with their students grade 7-12. Restorative Practices are utilized in grades 7-12. At the high school and middle school level, there is an AEVIDUM "I've got your back" club. This club strives to create a healthy community where everyone feels accepted, appreciated, acknowledged, and cared for in school.

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

The district employs three School-based Social Workers, 3.5 School Psychologists, 16 School Counselors, and employs Laurel Life on an as needed basis for consultation regarding behavioral supports. Transition Classrooms, through Laurel Life, are specialized and integrated educational and counseling services designed to treat behavioral and emotional issues affecting educational progress. The structure and interventions in Transition Classrooms are rooted in principles of trauma-informed care and brain science. Program goals are to stop inappropriate behavior, assist students to learn different coping strategies, and show new positive behaviors. Specialized interventions utilize an evidence-based treatment framework to help students overcome trauma and return to the regular classroom setting. Not only does the Laurel Life classroom throughout grades K-12 provide services to the students in their program, they also observe students and provide feedback to teachers, provide therapy, and consult with FBA/PBSP development. - In addition to students served in Transition Classrooms, district students are also able to benefit from additional support of mental health counseling, behavioral observation and consultation, and check in/check out sessions. District staff are able to benefit from additional support of professional development for district leadership and onsite consultations with expert partners such as the Central York Community that Cares. School-based counseling services are provided through TW Ponessa. Students have access to the Student Assistance Program (SAP), the Vape Cessation Program at the secondary level, Panther Pathways, a grade 7-12 program for learners, also utilizes therapists from TW Ponessa.

5. Describe the district restraint procedure.

In accordance with policy 113.2, restraints are only used when the student is acting in a manner that presents a clear and present danger to the student, other student, employees, and should only be used when less restrictive measures and techniques have proven to be, or are less

effective. The district uses Safety Care Crisis Prevention Training techniques in these cases. Staff are trained yearly in order to maintain certifications. Parent/Guardians are informed right away if a restraint technique is used to control the aggressive behavior of a student. An IEP Team Meeting is convened within 10 days of the restraint being performed. The IEP Team will consider if the student needs a FBA or an updated FBA, a Re-evaluation, a new or revised Positive Behavior Support Plan, additional SDIs or supports in the IEP, or as a last resort, a change in educational placement. Parents may agree to forgo this IEP Meeting by signing a waiver, but the district encourages the IEP team to meet.

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.

The Central York School District is committed to ensuring the provision of a free appropriate public education (FAPE) to all students in all disability categories. While the vast majority of students are able to access their educational programming in the neighborhood school or another school within the district, a small percentage of our students cannot be appropriately educated in the public school setting. In order to ensure the provision of FAPE, the District has established and cultivated relationships with multiple educational service providers. Administrative staff, school counselors, as well as school social workers serve as liaisons with community support agencies and outside educational providers. They assist in the referral, intake, and ongoing progress monitoring of students in outside placements. All placements located outside of the district are identified in the 'Least Restrictive Environment Facilities' chart included as part of this Special Education Plan. Traditionally, the most challenging students for which to find an appropriate educational placement have been those students with a dual diagnosis of Autism and Emotional Disturbance or Intellectual Disability and Emotional Disturbance. While these students may be difficult to place, the District has not historically experienced any substantial delays in securing an appropriate placement for students whose needs cannot be met in the public school setting. If a situation were to arise where the District would be unable to place a student appropriately within 30 days, the student would be submitted for Intensive Inter-Agency Reporting utilizing the Pennsylvania Department of Education Special Education Students at Home Reporting System. The District recognizes that Instruction Conducted in the Home is the most restrictive option offered within the continuum of special education placements for students with disabilities. For this reason, it is only considered in rare instances when a student presents with a severe medical condition or mobility impairment which leaves him/her unable to safely leave home to attend school. The placement decision for Instruction Conducted in the Home is made by the student's IEP team, which includes his/her parents/guardians. Although a student will not receive his/her education in the school setting, he/she remains entitled to a FAPE equal to his/her non-disabled peers, unless this amount of instruction would negatively impact the student's health or welfare. The IEP team determines how and when Instruction Conducted in the Home services will be delivered to the student and may consider online learning through virtual classrooms and video conferencing that connects students to teachers and peers as well to provide additional opportunities for meaningful participation and learning opportunities. The placement decision is described in the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) issued to the parents/guardians for written consent after the IEP team meeting. Instruction Conducted in the Home placements are reviewed at least once annually, but may be reviewed more frequently based on student need. When a student is placed on Instruction Conducted in the Home, the District will comply with its requirement to electronically report students with disabilities to the Pennsylvania Department of Education through the Special Education Students at Home website within five (5) days of the placement. Further, the District will ensure that it will update the records of those students who have been placed on Instruction Conducted in the Home as often as is required while the student is in his/her placement and will notify the Pennsylvania Department of Education when such a placement has concluded for a student.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| ES: MS | Secondary | Full-time (1.0) | 06/16/2022 10:03 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 13 to 13 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------|--------------------|----------------------------------|---------------------|
| LS: MS DS | Secondary | Full-time (1.0) | 06/16/2022 09:46 AM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| 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 % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| LSS: MS | Secondary | Full-time (1.0) | 06/16/2022 09:33 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York 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%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 16 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| LSS: SS | Elementary | Full-time (1.0) | 06/02/2022 12:00 PM |

| | | |
|------------------------|--|--|
| Building Name | | |
| Sinking Springs 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 | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------|--------------------|----------------------------------|---------------------|
| LSS: High School | Secondary | Full-time (1.0) | 06/02/2022 11:58 AM |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 17 to 17 |
| Age Range Justification | | FTE % |
| | | 0.07 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------|--------------------|----------------------------------|---------------------|
| LSS: HS | Secondary | Full-time (1.0) | 06/02/2022 11:57 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York 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%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 19 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Speech Language: RT | Elementary | Full-time (1.0) | 06/02/2022 12:04 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Roundtown El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 14 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 9 |
| Age Range Justification | | FTE % |
| | | 0.22 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Speech Language: SB | Elementary | Full-time (1.0) | 06/02/2022 11:51 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Stony Brook El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 18 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 11 |
| Age Range Justification | | FTE % |
| | | 0.28 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Speech Language: Hay | Elementary | Full-time (1.0) | 06/02/2022 11:43 AM |

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

| | | |
|--------------------------------|---------------------------|------------------|
| Itinerant (20% or Less) | | 25 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 10 |
| Age Range Justification | | FTE % |
| | | 0.38 |

| | | | |
|---------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Speech Language: HS | Secondary | Full-time (1.0) | 06/02/2022 11:39 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | | |
|---------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Speech Language: SS | Elementary | Full-time (1.0) | 06/02/2022 11:35 AM |

| | | |
|------------------------|--|--|
| Building Name | | |
| Sinking Springs El Sch | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 13 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Speech Language: Mid | Secondary | Full-time (1.0) | 06/02/2022 11:31 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 15 |
| Age Range Justification | | FTE % |
| | | 0.14 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Speech Language: NH | Elementary | Full-time (1.0) | 06/02/2022 11:35 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 13 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------|---------------------------|---|---------------------|
| Autism Support | Elementary | Full-time (1.0) | 06/16/2022 09:53 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs 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 | 10 to 10 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|------|
| | 0.08 |
|--|------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic 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 % |
| | | 0.38 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 10 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | | |
|------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Autistic Support | Elementary | Full-time (1.0) | 05/31/2022 03:14 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Roundtown El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------------|---------------------------|---|---------------------|
| Autistic Support: class 1 | Elementary | Full-time (1.0) | 05/31/2022 03:12 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Hayshire El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 7 |
| Age Range Justification | | FTE % |
| | | 0.17 |

| |
|----------------------|
| Building Name |
|----------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Hayshire 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 | 6 to 7 |
| Age Range Justification | | FTE % |
| | | 0.38 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hayshire 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 | 9 to 9 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | | |
|---------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Autistic Support: class 2 | Elementary | Full-time (1.0) | 05/31/2022 03:07 PM |

| | | |
|----------------------|--|--|
| Building Name | | |
| Hayshire El Sch | | |
| Support Type | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 8 |
| Age Range Justification | | FTE % |
| | | 0.62 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Hayshire El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 7 |
| Age Range Justification | | FTE % |
| | | 0.38 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Autistic Support: MB | Elementary | Full-time (1.0) | 05/31/2022 03:03 PM |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Stony Brook 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 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Stony Brook El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.75 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Stony Brook El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 5 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------------------|--------------------|----------------------------------|---------------------|
| Autism Support: CB | Secondary | Full-time (1.0) | 06/16/2022 09:48 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 15 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | 14 to 14 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------|--------------------|----------------------------------|---------------------|
| Emotional Support: JM | Elementary | Full-time (1.0) | 05/31/2022 02:55 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills 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 | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: AT | Elementary | Full-time (1.0) | 05/31/2022 02:45 PM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Stony Brook 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 | 7 to 10 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| Building Name | | |
|--|--------------------|-----------|
| Stony Brook 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 | 9 to 7 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| Building Name | | |
|---|--------------------|-----------|
| Stony Brook El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 12 |
| Age Range Justification | | FTE % |
| Age range was discussed with parents and noted in the IEP. The IEP team felt that programming was not affected by the age range, and that the students could receive services needed in order to be successful. | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: BS | Elementary | Full-time (1.0) | 05/31/2022 02:31 PM |

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|---|---------------------------|------------------|
| Building Name | | |
| Stony Brook El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 9 |
| Age Range Justification | | FTE % |
| Age range was discussed with parents and noted in the IEP. The IEP team felt that programming was not affected by the age range, and that the students could receive services needed in order to be successful. | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: NM | Elementary | Full-time (1.0) | 05/31/2022 02:28 PM |

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|-------------------------|
| Building Name |
| Roundtown 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 | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.28 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Roundtown 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 8 |
| Age Range Justification | | FTE % |
| | | 0.1 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: KB | Elementary | Full-time (1.0) | 05/31/2022 02:47 PM |

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|-------------------------|--|------------------|
| Building Name | | |
| Hayshire 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 | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.34 |

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|--|---------------------------|------------------|
| Building Name | | |
| Hayshire 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 | 7 to 7 |
| Age Range Justification | | FTE % |
| | | 0.1 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: TW | Elementary | Full-time (1.0) | 05/31/2022 02:19 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| 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 | Elementary | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs 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 | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.3 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: KS | Elementary | Full-time (1.0) | 05/31/2022 02:11 PM |

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| Building Name | | |
| Roundtown El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 7 |
| Age Range Justification | | FTE % |
| | | |

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| | 0.35 |
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| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: AE | Elementary | Full-time (1.0) | 05/31/2022 02:04 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs 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 % |
| | | 0.3 |

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|--|---------------------------|------------------|
| Building Name | | |
| Sinking Springs 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 | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: SE | Elementary | Full-time (1.0) | 06/16/2022 01:04 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.24 |

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|--|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | 0.3 |

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|----------------------|
| Building Name |
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|--------------------------------|---------------------------|------------------|
| Sinking Springs 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 | 10 to 10 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: CE | Elementary | Full-time (1.0) | 05/31/2022 02:12 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------|--------------------|----------------------------------|---------------------|
| Learning Support : JS | Secondary | Full-time (1.0) | 05/31/2022 01:31 PM |

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| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.6 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.02 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: RM | Secondary | Full-time (1.0) | 05/31/2022 01:25 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 15 |
| Age Range Justification | | FTE % |
| | | 0.24 |

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|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | 13 to 13 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|---------------------------|---|---------------------|
| Learning Support-NK | Secondary | Full-time (1.0) | 05/31/2022 01:20 PM |

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| Building Name |
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|--------------------------------|---------------------------|------------------|
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.24 |

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|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|---------------------------|---|---------------------|
| Learning Support: NJ | Secondary | Full-time (1.0) | 05/31/2022 02:13 PM |

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| Building Name | | |
| Central York MS | | |
| Support Type | | |

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|--------------------------------|---------------------------|------------------|
| 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 | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.22 |

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|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.15 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: BH | Secondary | Full-time (1.0) | 05/31/2022 02:15 PM |

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| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |

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|--|---------------------------|------------------|
| 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 | 14 to 14 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|--|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | 13 to 13 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 14 to 14 |
| Age Range Justification | | FTE % |
| | | 0.02 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: CC | Elementary | Full-time (1.0) | 06/16/2022 01:01 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | 0.32 |

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|----------------------|--|--|
| Building Name | | |
| North Hills El Sch | | |

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|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 10 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Learning Support: VG | Secondary | Full-time (1.0) | 06/16/2022 09:51 AM |

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| Building Name | | |
| Central York MS | | |
| 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 | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.15 |

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|----------------------|--|--|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Learning Support | | |

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|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 13 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| | | | |
|------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support | Elementary | Full-time (1.0) | 05/31/2022 12:23 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.04 |

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|-------------------------|--|--|
| Building Name | | |
| North Hills El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |

| | | |
|--|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: AS | Elementary | Full-time (1.0) | 05/31/2022 12:17 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills El Sch | | |
| 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 | Elementary | 10 to 12 |
| Age Range Justification | | FTE % |
| | | 0.36 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: HR | Elementary | Full-time (1.0) | 06/16/2022 12:54 PM |

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| Building Name | | |
| North Hills El Sch | | |

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|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | 0.24 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| North Hills 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 | 10 to 10 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: AB | Secondary | Full-time (1.0) | 05/31/2022 11:14 AM |

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| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |

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|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 17 |
| Age Range Justification | | FTE % |
| | | 0.34 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York 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 | 16 to 16 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: BK | Secondary | Full-time (1.0) | 05/31/2022 11:10 AM |

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| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |

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|--------------------------------|---------------------------|------------------|
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.34 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: JB | Secondary | Full-time (1.0) | 05/31/2022 11:04 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 17 |
| Age Range Justification | | FTE % |
| | | 0.14 |

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|--|--|------------------|
| Building Name | | |
| Central York 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 | 17 to 17 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| 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 | 16 to 19 |
| Age Range Justification | | FTE % |
| | | 0.16 |

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|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: AC | Secondary | Full-time (1.0) | 05/31/2022 10:37 AM |

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|---------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| 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 | Secondary | 15 to 19 |

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|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.22 |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 17 |
| Age Range Justification | | FTE % |
| | | 0.06 |

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|-----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support : NW | Secondary | Full-time (1.0) | 05/31/2022 10:30 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 19 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.38 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| 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 | Secondary | 15 to 17 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|---------------------------|---|---------------------|
| Learning Support: CS | Secondary | Full-time (1.0) | 06/16/2022 11:13 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 19 to 22 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| |
|----------------------|
| Building Name |
|----------------------|

| | | |
|--|---------------------------|------------------|
| Central York HS | | |
| 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 | Secondary | 18 to 18 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 19 to 22 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: AF | Secondary | Full-time (1.0) | 05/31/2022 09:18 AM |

| | | |
|----------------------|--|--|
| Building Name | | |
| Central York HS | | |
| Support Type | | |

| | | |
|--|---------------------------|------------------|
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 17 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|---------------------------|---|---------------------|
| Learning Support: JR | Secondary | Full-time (1.0) | 05/31/2022 09:16 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York 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 | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.42 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|---------------------------|---|---------------------|
| Learning Support: SG | Secondary | Full-time (1.0) | 05/31/2022 09:14 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 18 to 18 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| | | | |
|-----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: JLL | Secondary | Full-time (1.0) | 05/31/2022 09:12 AM |

| |
|----------------------|
| Building Name |
|----------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| 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 | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support: AH | Secondary | Full-time (1.0) | 05/31/2022 09:10 AM |

| | |
|----------------------|--|
| Building Name | |
| Central York 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 | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York 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 | 15 to 15 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|---------------------------|---|---------------------|
| Learning Support: EW | Secondary | Full-time (1.0) | 05/31/2022 09:07 AM |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 19 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| EW | | 0.38 |

| | | | |
|-------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Blind/Visually Impaired | Multiple | Full-time (1.0) | 05/05/2022 10:05 AM |

| | | |
|-------------------------------------|---------------------------|------------------|
| Building Name | | |
| Hayshire El Sch | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 6 to 6 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | |
|-------------------------------------|------------------|
| Building Name | |
| North Hills El Sch | |
| Support Type | |
| Blind And Visually Impaired Support | |
| Support Sub-Type | |
| Blind And Visually Impaired Support | |
| Level of Support | Case Load |

| | | |
|---|---------------------------|------------------|
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 6 to 10 |
| Age Range Justification | | FTE % |
| These two students are seen separately for sessions and supports. | | 0.04 |

| | | |
|-------------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Secondary | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Hearing | Multiple | Full-time (1.0) | 06/02/2022 12:23 PM |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Sinking Springs El Sch | | |
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |

| | | |
|--------------------------------|------------|--------------|
| Intermediate Unit | Elementary | 12 to 12 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Stony Brook El Sch | | |
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 7 to 7 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Central York MS | | |
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Secondary | 14 to 14 |
| Age Range Justification | | FTE % |
| | | 0.06 |

| | | |
|-----------------------------------|--|--|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Deaf And Hearing Impaired Support | | |

| | | |
|-----------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Secondary | 14 to 17 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Austim | Secondary | Full-time (1.0) | 06/16/2022 11:14 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Central York HS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Central York HS | | |
| 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 | Secondary | 16 to 20 |
| Age Range Justification | | FTE % |
| | | 0.38 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Central York HS | | 624 |
| 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 |
| 35 feet, 0 inches x 30 feet, 0 inches | 1050sqft | 37 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor | | |

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 # |
| Central York HS | | 519 |
| 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 |
| 33 feet, 0 inches x 25 feet, 0 inches | 825sqft | 29 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-1st floor[75]..doc | | |

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 # |
|---------------------------------------|----------------------------|---|
| Central York HS | | 217 |
| 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 21 feet, 0 inches | 609sqft | 21 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-1st floor[75]..doc | | |

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 # |
| Central York HS | | 508 |
| 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 27 feet, 0 inches | 783sqft | 27 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 546 |
| 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 26 feet, 0 inches | 754sqft | 26 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 431 |
| 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 29 feet, 0 inches | 841sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | 521 |

| | | |
|---------------------------------------|-----------------------------------|---|
| 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 23 feet, 0 inches | 667sqft | 23 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 533 |
| 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 25 feet, 0 inches | 725sqft | 25 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 601 |
| 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 |
| 39 feet, 0 inches x 29 feet, 0 inches | 1131sqft | 40 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 516 |
| 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 |
| 40 feet, 0 inches x 29 feet, 0 inches | 1160sqft | 41 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-1st floor[75]..doc | | |

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 # |
| Central York HS | | 517 |
| 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 |
| 46 feet, 0 inches x 29 feet, 0 inches | 1334sqft | 47 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 609 |
| 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 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 419 |
| 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 |
| 34 feet, 0 inches x 25 feet, 0 inches | 850sqft | 30 |

| |
|-----------------------------|
| Implementation Date |
| 2022-06-09 |
| Uploaded Files |
| Map CYHS-1st floor[75]..doc |

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 # |
| Central York HS | | 532 |
| 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 25 feet, 0 inches | 725sqft | 25 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor[48]..doc | | |

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 # |
| Central York HS | | 549 |
| 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 30 feet, 0 inches | 900sqft | 32 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York HS | | 544 |
| 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 30 feet, 0 inches | 900sqft | 32 |
| Implementation Date | | |
| 2022-06-09 | | |

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| Uploaded Files |
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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 # |
| Central York HS | | 606 |
| 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 |
| 40 feet, 0 inches x 29 feet, 0 inches | 1160sqft | 41 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York HS | | 620 |
| 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 |
| 39 feet, 0 inches x 29 feet, 0 inches | 1131sqft | 40 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York HS | | 431 |
| 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 29 feet, 0 inches | 841sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

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19 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 # |
|---------------------------------------|----------------------------|---|
| Central York HS | | 504 |
| 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 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| | | |

20 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 # |
| Central York HS | | 624 |
| 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 |
| 35 feet, 0 inches x 30 feet, 0 inches | 1050sqft | 37 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York HS | | 638 |
| 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 26 feet, 0 inches | 754sqft | 26 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

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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 # |
|---------------------------------------|----------------------------|---|
| Central York HS | | 514 |
| 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 |
| 42 feet, 0 inches x 29 feet, 0 inches | 1218sqft | 43 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York MS | | 46 |
| 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 29 feet, 0 inches | 841sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York MS | | 29 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 29 feet, 0 inches | 957sqft | 34 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

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25 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 # |
|---------------------------------------|----------------------------|---|
| Central York MS | | 45 |
| 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 29 feet, 0 inches | 841sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| | | |

26 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Central York MS | | 41 |
| 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 28 feet, 0 inches | 812sqft | 29 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York MS | | 22 |
| 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 21 feet, 0 inches | 609sqft | 21 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

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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 # |
|---------------------------------------|----------------------------|---|
| Central York MS | | 15 |
| 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 26 feet, 0 inches | 754sqft | 26 |
| Implementation Date | | |
| 2022-06-09 | | |
| 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 # |
| Central York MS | | 01 |
| 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 | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| | | |

30Assurance 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 # |
| Central York MS | | 02 |
| 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 | | |
| 2022-06-09 | | |
| Uploaded Files | | |

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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 # |
|---------------------------------------|----------------------------|---|
| Sinking Springs El Sch | | 130 |
| 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 12 feet, 0 inches | 348sqft | 12 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Sinking Map.pdf | | |

32 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 # |
| Sinking Springs 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 29 feet, 0 inches | 841sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Sinking Map.pdf | | |

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 # |
| Sinking Springs El Sch | | 112 |
| 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 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

34 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 # |
|---------------------------------------|----------------------------|---|
| Sinking Springs El Sch | | 122 |
| 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 12 feet, 0 inches | 348sqft | 12 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Sinking Map.pdf | | |

35 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Sinking Springs El Sch | | 132 |
| 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 12 feet, 0 inches | 348sqft | 12 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Sinking Map.pdf | | |

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 # |
| Sinking Springs El Sch | | 101 |
| 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 | | |
| 2022-06-09 | | |
| Uploaded Files | | |

37 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 # |
|---------------------------------------|----------------------------|---|
| North Hills El Sch | | 11 |
| 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 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| NH Map.pdf | | |

38 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 # |
| North Hills El Sch | | 8 |
| 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 27 feet, 0 inches | 783sqft | 27 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| NH Map.pdf | | |

39Assurance 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 # |
| North Hills El Sch | | 9 |
| 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 26 feet, 0 inches | 754sqft | 26 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

40Assurance 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 # |
|---------------------------------------|----------------------------|---|
| Roundtown El Sch | | 101 |
| 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 26 feet, 0 inches | 754sqft | 26 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Roundtown Map.pdf | | |

41Assurance 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 # |
| Roundtown El Sch | | 410A |
| 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 6 feet, 0 inches | 174sqft | 6 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Roundtown Map.pdf | | |

42Assurance 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 # |
| Roundtown El Sch | | 105 |
| 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 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

43Assurance 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 # |
|---------------------------------------|----------------------------|---|
| Hayshire El Sch | | 6 |
| 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 28 feet, 0 inches | 812sqft | 29 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Hay Map.pdf | | |

44Assurance 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 # |
| Hayshire El Sch | | 504 |
| 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 29 feet, 0 inches | 870sqft | 31 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Hay Map.pdf | | |

45Assurance 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 # |
| Hayshire El Sch | | 2 |
| 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 27 feet, 0 inches | 783sqft | 27 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

46 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 # |
|---------------------------------------|----------------------------|---|
| Stony Brook El Sch | | 1 |
| 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 29 feet, 5 inches | 853sqft | 30 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Stony Map.pdf | | |

47 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 # |
| Stony Brook El Sch | | 301 |
| 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 30 feet, 0 inches | 870sqft | 31 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Stony Map.pdf | | |

48Assurance 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 # |
| Central York MS | | 88 |
| 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 6 feet, 5 inches | 186sqft | 6 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |

49 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 # |
|---------------------------------------|----------------------------|---|
| Central York HS | | 522 |
| 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 |
| 74 feet, 0 inches x 30 feet, 0 inches | 2220sqft | 79 |
| Implementation Date | | |
| 2022-06-09 | | |
| Uploaded Files | | |
| Map CYHS-2nd floor | | |

50 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 | |

Special Education Support Services

51Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education | 1 | District Wide | District |
| Other | 1 | Secondary | District |
| Other | 1 | District Wide | District |
| Other | 1 | District Wide | District |
| Transition Coordinator | 1 | Secondary | District |
| Paraprofessionals | 65 | District Wide | District |
| School Psychologist | 3.5 | District Wide | District |
| Physical Therapist | 2 | District Wide | Contractor |
| Occupational Therapist | 3 | District Wide | Contractor |

Special Education Personnel Development

Autism

| Description of Training | | | |
|---|--------------------|------------------|--|
| Individual sessions with teachers teaching Autism | | | |
| Lead Person/Position | | Year of Training | |
| Amiris Dipuglia, State Lead for PDE, Autism | | 2021-2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | PaTTAN | Building Administrators Parents Special Education Teachers |

| Description of Training | | | |
|---|--------------------|--|---|
| Autism : Basic Principles and Procedures, Advanced Verbal Programs for Students with Autism | | | |
| Lead Person/Position | | Year of Training | |
| Amiris Dipuglia, State Lead for PDE, Autism | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3.5 | 1 | District Intermediate Unit PaTTAN Other | Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|-------------------------|--------------------|------------------|---|
| AS Boot Camp | | | |
| Lead Person/Position | | Year of Training | |
| PaTTAN Personnel | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 3 | PaTTAN | Building Administrators Central Office Administrators General Education Teachers Parents |

| | | | |
|--|--|--|--|
| | | | Paraprofessionals Special Education Teachers Other |
|--|--|--|--|

Positive Behavior Support

| Description of Training | | | |
|-------------------------------|--------------------|---------------------------------|---|
| Safety Care (initial) | | | |
| Lead Person/Position | | Year of Training | |
| Special Education Supervisors | | 2021-2022, 2022-2023, 2023-2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 16 | 4 | | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

| Description of Training | | | |
|---------------------------------|--------------------|---------------------------------|--|
| Safety Care (Re-certifications) | | | |
| Lead Person/Position | | Year of Training | |
| Special Education Supervisors | | 2021-2022, 2022-2023, 2023-2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 7 | District | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers |

| | | | |
|--|--|--|-------|
| | | | Other |
|--|--|--|-------|

| Description of Training | | | |
|-------------------------------|--------------------|---------------------------------|---|
| De-Escalation Training | | | |
| Lead Person/Position | | Year of Training | |
| Special Education Supervisors | | 2021-2022, 2022-2023, 2023-2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 7 | | Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|-------------------------|--------------------|------------------|--|
| Responsive Classroom | | | |
| Lead Person/Position | | Year of Training | |
| Barb Snare, Principal | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7 | 5 | | General Education Teachers Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|---|--------------------|------------------------|----------|
| Safety Care (initial and recertification) | | | |
| Lead Person/Position | | Year of Training | |
| Special Education Administration - Certified Trainers | | 2021, 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 2 | | |

| Description of Training | | | |
|--------------------------------|--------------------|------------------|----------|
| Verbal Behavior Training - ABA | | | |
| Lead Person/Position | | Year of Training | |
| PaTTAN Autism Consultants | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | | |

Transition

| Description of Training | | | |
|---|--------------------|------------------|----------|
| Transition Council | | | |
| Lead Person/Position | | Year of Training | |
| Shelley Warfield, Transition Coordinator/Transition Council President | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 hours | 8 per year | Other | Other |

Science of Literacy

| Description of Training | | | |
|-------------------------|--------------------|-------------------|----------|
| LETRS Training | | | |
| Lead Person/Position | | Year of Training | |
| LIU Staff | | 2021-2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 4 | Intermediate Unit | Parents |

| Description of Training | |
|--------------------------|------------------|
| LETRS/Science of Reading | |
| Lead Person/Position | Year of Training |

| | | | |
|---------------------------|---------------------------|----------------------|--|
| LIU Staff | | 2022-2023, 2023-2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 4 | Intermediate Unit | General Education Teachers Special Education Teachers |

Parent Training

| | | | |
|-------------------------------------|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Local Right to Education Task Force | | | |
| Lead Person/Position | | Year of Training | |
| LIU 12 | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 hours | 6 | Other | Parents |

| | | | |
|---|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Family Engagement Night, Summer Resource Panel | | | |
| Lead Person/Position | | Year of Training | |
| Central York School District Special Education Department | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 2 | Other | Parents |

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Family Engagement Night, Summer Resource Panel | | | |
| Lead Person/Position | | Year of Training | |
| Central York School District Special Education Department | | 2021-2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 2 | District | Special Education Teachers |

| Description of Training | | | |
|---|--------------------|-------------------|----------|
| Special Education Parent Trainings | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022-2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 2 | District Other | Parents |

IEP Development

| Description of Training | | | |
|--|--------------------|------------------|----------------------------|
| Update on New Student IEP Documents | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department Leadership | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Special Education Teachers |

| Description of Training | | | |
|--|--------------------|------------------|----------------------------|
| Progress Monitoring | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department Leadership | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Special Education Teachers |

| Description of Training | | | |
|---|--|--|--|
| ESY Determinations/ Transition Resources from PDE | | | |

| Lead Person/Position | | Year of Training | |
|--|--------------------|------------------|----------------------------|
| Central York Special Education Department Leadership | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Special Education Teachers |

| Description of Training | | | |
|--|--------------------|------------------|----------------------------|
| Act 13 Training | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department Leadership | | 2021 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| .5 | 1 | District | Special Education Teachers |

| Description of Training | | | |
|---|--------------------|------------------|----------------------------|
| Paperwork: Policies and Procedures | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Special Education Teachers |

| Description of Training | | | |
|--|--------------------|------------------|----------------------------|
| Evaluation Reports and Re-evaluation Reports | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Special Education Teachers |

| Description of Training | | | |
|--|--------------------|-------------------|----------------------------|
| Writing Legally Defensible IEPs | | | |
| Lead Person/Position | | | Year of Training |
| Central York Special Education Department/Stock and Leader | | | 2022, 2023, 2024 |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Other | Special Education Teachers |

| Description of Training | | | |
|---|--------------------|------------------|----------------------------|
| Transition for Secondary Students | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Special Education Teachers |

| Description of Training | | | |
|---|--------------------|------------------|----------------------------|
| Academic Data Collections and Programming | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 4 | District | Special Education Teachers |

| Description of Training | | | |
|---|--------------------|------------------|----------|
| Behavior Data Collection and Programming | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |

| | | | |
|---|---|----------|----------------------------|
| 4 | 4 | District | Special Education Teachers |
|---|---|----------|----------------------------|

| Description of Training | | | |
|---|--------------------|------------------|--|
| Writing and Monitoring Positive Behavior Report Plans | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 4 | District | Building Administrators Paraprofessionals Special Education Teachers |

General Education Teachers

| Description of Training | | | |
|---|--------------------|------------------|--|
| Strategies and Interventions to Support Students with Disabilities in General Ed Classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Math Training

| Description of Training | | | |
|---|--|--|--|
| Strategies and Interventions to Support Students with Disabilities in General Ed Classrooms | | | |

| Lead Person/Position | | Year of Training | |
|---|--------------------|------------------|--|
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | General Education Teachers Special Education Teachers |

Cyber Safety

| Description of Training | | | |
|---|--------------------|------------------|--|
| Strategies and Interventions to Support Students with Disabilities in General Ed Classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Cyber Safety

| Description of Training | | | |
|---|--------------------|------------------|---|
| Strategies and Interventions to Support Students with Disabilities in General Ed Classrooms | | | |
| Lead Person/Position | | Year of Training | |
| Central York Special Education Department | | 2022, 2023, 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | Other | Building Administrators Central Office Administrators General Education Teachers Parents |

| | | | |
|--|--|--|--|
| | | | Paraprofessionals Special Education Teachers Other |
|--|--|--|--|

Signatures & Affirmations

Approval Date
2022-07-18

Uploaded Files
DOC071922-07192022145747.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

