



**Central York School District**  
**Special Education Plan**  
**2024-2027 School Year**

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Central York SD		112671303
<b>Address 1</b>		
775 Marion Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
York	PA	17406
<b>Director of Special Education Name</b>		
Elizabeth Mason		
<b>Director of Special Education Email</b>		
emason@cysd.k12.pa.us		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
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<b>Chief Administrator Name</b>		
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paiken@cysd.k12.pa.us		

## Special Education Students

**Total Number of Students Receiving Special Education** 751

**School District Total Student Enrollment** 5639

**Percent of Students Receiving Special Education** 13.3

## Steering Committee

Name	Position/Role	Building	Email
Elizabeth Mason	Director of Special Education	Central York SD	emason@cysd.k12.pa.us
Melissa Sebright	Other	Central York SD	msebright@cysd.k12.pa.us
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Jamie Zimmerman	Other	Roundtown El Sch	jzimmerman@cysd.k12.pa.us
Ashley Tomchick	Special Education Teacher	Stony Brook El Sch	atomchick@cysd.k12.pa.us
Courtney Hoepfer	Special Education Teacher	North Hills El Sch	choepfer@cysd.k12.pa.us
Doris Stone	Parent	Central York SD	dws1681@gmail.com
Rebecca Riek	Board Member	Central York SD	rriek@cysd.k12.pa.us
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Nicole Weisz	Special Education Teacher	Central York HS	nweisz@cysd.k12.pa.us
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Savanna Edwards	Special Education Teacher	Sinking Springs El Sch	sedwards@cysd.k12.pa.us
Shelley Warfield	Other	Central York HS	swarfield@cysd.k12.pa.us
Lauren Sampsel	Parent	Central York SD	lburd11@yahoo.com
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Brady Barnes	Parent	Central York SD	barnes.brady@gmail.com
Katie Arentz	Special Education Teacher	Hayshire El Sch	karentz@cysd.k12.pa.us
Hannah Reichard	Special Education Teacher	North Hills El Sch	hreichard@cysd.k12.pa.us
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Randy McKee	Parent	Central York SD	randy.mckee@rg-group.com
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Jamie Stodart	Special Education Teacher	Hayshire El Sch	jstodart@cysd.k12.pa.us

Saige Hilsinger	Other	Central York HS	shilsinger@cysd.k12.pa.us
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## School District Areas of Improvement and Planning- Indicators

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

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

## Graduation (Indicator 1)

**Indicator not flagged at this time.**

## Drop Out (Indicator 2)

**Indicator not flagged at this time.**

## Assessment (Indicator 3)

**Indicator not flagged at this time.**

## Education Environments (Indicator 5)

### **Improvement and Planning Activity**

After reviewing the Central York School District's Special Education Data Report from the 2021-2022, the District educates 88% of students inside the regular education classroom and 12% of the population receives special education services. Those students who receive special education services, 68.8% of students receive instruction in the regular education classroom 80% or more of their school day. Students that receive instruction inside the regular education classroom for less than 40% of their school day is 9.4%. Students that receive instruction in other settings is 5.7%. The district met the Indicator 5: Educational Environment target for inside the regular education classroom for 80% or more of the school day and inside the regular education classroom for less than 40% of the school day. The district did not meet the educational target of students being educated in other settings. The District met with classroom teachers and families to determine ways to provide additional inclusive opportunities to students. The District also reviewed IEPs and determined which students could benefit from regular education opportunities with and without additional adult support.

Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

Mediation (Indicator 16)

**Indicator not flagged at this time.**





School District Areas of Improvement and Planning- Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## 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	17

### 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	25
York County Youth Detention Center	Detention Center	District	Maximum of 8

### 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).

As the local host school district, Central York is responsible for the education programs offered at juvenile detention centers and county prisons. At the York County Prison, the LEA contracts 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. Annual notices are posted stating the requirements of IDEA and Chapter 14 regarding the identification, evaluation, and placement and provision of special education services to all eligible school-age students. When a student needs to be evaluated, the LIU will contact the LEA to issue a Prior Written Notice for an Initial Evaluation and Request for Consent form. The LIU and the LEA will determine the diagnostic/screening assessments that will be used to determine eligibility of the inmates. The LEA will conduct the evaluation and share the Evaluation Report with all necessary stakeholders. The LEA and LIU will develop and implement an Individualized Education Program for eligible inmates in accordance with state and federal laws and regulations. Incarcerated students are provided FAPE in conformity with the IEP. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, as the LEA and in collaboration with the LIU, we must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14. During the summer of the 2024-2025 school year, York County will open a new detention facility. The York County Detention Center will house eight adjudicated delinquent youth. As the local host school district, Central York School District will be providing a comprehensive educational program. Annual notices are posted stating the requirements of IDEA and Chapter 14 regarding the identification, evaluation, and placement and provision of special education services to all eligible school-age students. When a student needs to be evaluated, the LEA will issue a Prior Written Notice for an Initial Evaluation and Request for Consent form. The LEA will determine the diagnostic/screening assessments that will be used to determine eligibility of the adjudicated delinquent youth. The LEA will conduct the evaluation and share the Evaluation Report with all necessary stakeholders. The LEA will develop and implement an Individualized Education Program for eligible inmates in accordance with state and federal laws and regulations. Incarcerated students are provided FAPE in conformity with the IEP. Where the continued delivery of services in a student's IEP is superseded by the duty of the local detention institution to maintain and control security, as the LEA, we must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.



## Least Restrictive Environment

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

In reviewing the past 3 years of Special Education Data Reports (2018-2019, 2019-2020, and 2021-2022), in 2018-2019, those students who received special education services, 68.6% of students received instruction in the regular education classroom 80% or more of their school day. Students that received instruction inside the regular education classroom for less than 40% of their school day was 12.4%. Students that received instruction in other settings was 6.9%. The District met the Indicator 5: Educational Environment target for inside the regular education classroom for 80% or more of the school day and inside the regular education classroom for less than 40% of the school day. The District did not meet the educational target of students being educated inside the regular education setting less than 40% of the school day and students being educated in other settings. In 2019-2020, baseline data was reset, therefore no target measurements were performed. The District educated 71.6% of students receiving special education services were educated inside the regular education classroom 80% or more of the school day, 10.0% inside the regular education classroom for less than 40% of their school day, and 5.2 % of students were educated in other settings. In 2021-2022, the District educated 88% of students inside the regular education classroom and 12% of the population received special education services. Those students who received special education services, 68.8% of students received instruction in the regular education classroom 80% or more of their school day. Students that received instruction inside the regular education classroom for less than 40% of their school day was 9.4%. Students that received instruction in other settings was 5.7%. The District met the Indicator 5: Educational Environment target for inside the regular education classroom for 80% or more of the school day and inside the regular education classroom for less than 40% of the school day. The district did not meet the educational target of students being educated in other settings. Central York School District did not meet the SPP/ARP target under Indicator 4A: Discrepancy in Suspension and Expulsion Rates for the 2018-2019 school year and the 2021-2022. During the 2019-2020 school year, 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.

### 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. Responsive Classroom is utilized as an evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Each building has at least monthly student review meetings, attendance

meetings, and disciplinary discussions. 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 provided by the 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 initiated. The district utilizes the following universal academic practices through tier one: reading and math diagnostics tests, curriculum-based assessments, state assessments, and historical performance on assessments. During the 2022-2023 school year, the district implemented the Houghton Mifflin Harcourt Into Math curriculum to provide research-based, supported math instruction for grades K-6. The district continued the Houghton Mifflin Harcourt Into Math curriculum at the seventh-grade level for the 2023-2024 school year. Next year, the district will implement Into Math for grades K-8. For the 2023-2024 school year, in grades K-6, the district began a reading and writing pilot program through McGraw Hill Wonders curriculum, which was supplemented by Heggerty, a phonemic awareness curriculum for grades K-1. Those teachers not participating in the pilot continued using Wilson Language Training through Foundations, a multi-sensory, structured language program, in addition to Heggerty, a phonemic awareness curriculum, and Pioneer Valley materials for guided reading. As universal benchmark assessments, the district utilizes Acadience Reading (K-3) and Math (K-6), DRA (non-pilot reading and writing teachers), Heggerty Reading Assessment (K-3), and Reading Inventory (4-12), and HMH Math Growth Measures (K-7). In grades K-3, supplemental supports are provided through Addimals/Subtractimals (K-3), Teachley Reflex (2-3), Waggle (K-3), IXL Diagnostic (4-12), and Classroom Diagnostic Tools (CDT) (7-12). At the high school level, grades 9-12, the following tier one supports are provided: Peer Tutoring during Flex, after school tutoring, offering a year-long Algebra I, year-long English/Reading Class, and year-long Biology. 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 Team Care Behavioral Health, check-in/check-out with a counselor, Advisory, social skills groups provided by a school psychologist, school counselor, speech therapist, and/or social worker, Responsive Classroom, Student Assistance Program (SAP), and Student Attendance Improvement Plans (SAIP).

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, transition coordinator, school psychologist (if applicable), and community agency personnel (if appropriate) work collaboratively to identify the educational setting that will best address the student's needs. The Individualized 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, progress towards the current Individualized Education Plan goals and parent/teacher input). After reviewing this information, the team determines the student's strengths and 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/her program. Once present levels, 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. The middle school sent a team of teachers to the LIU co-teaching training in the spring of 2023. Professional development opportunities for teachers and support staff are provided to support accommodations and provide support for students with disabilities. Adapted specials are offered K-12. Students with disabilities have the opportunity to participate with their regular education peers in specials/electives with support which may include an instructional assistant. 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, Language Live, and Early Reading Intervention (ERI). Tier 3 supports include: Souday System Level 1 & Level 2, SRA Reading Mastery, Souday System Let's Play Learn, Language for Learning, Connecting Math, Edmark, Read 180, Systems 44, Patterns of Power writing program, social skills instruction.

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

Students with disabilities are provided with the opportunity to participate in extracurricular activities. Students are provided with the accommodations in their IEP, if needed, for extracurricular activities. If students need support the IEP team convenes to determine the support and best way to meet their needs. Some of the supplementary aids and services include providing personal care assistants (1:1 support), if in their IEP, review behavior plans with coaches, access to assistive technology, transportation when they are unable to be transported via the school bus. All students have access to unified sports and clubs. All students have the opportunity to participate in intramurals at all levels, K-12. Students with disabilities at the high school level participate in homecoming, prom, and graduation. 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 high school and middle school have an inclusive club (YAC & PAC) to promote inclusion. Both the middle school and the high school, as well as North Hills Elementary, have Aavidum clubs.

**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.

**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)**

The District will need to address the number of high school students in the Autistic Support classroom with transition services. The District currently has a Work Immersion and Transition classroom for students who are remaining in school beyond their 12th grade year and are in need of additional transition services. The District is looking to expand the K-3 Autistic Support program due to increasing enrollment of identified students, especially from preschool programming. The District is seeing an increase in mental health and behavior needs. We will need to look at how we currently provide those services and how we can intervene earlier.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lincoln Edge	Other	Cyber School from LIU 12	LIU 12	Learning Support	2
Larry J. Macalusco Elementary	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	2
York Learning Center	Other	Instruction in the Home	LIU 12	Multiple Disabilities Support	2
Soaring Heights	Licensed Private Academic		Pyramid Health	Autistic Support	1
Hoffman Homes for Youth	Other	Residential Facility	Hoffman Homes for Youth	Emotional Support	2
Highroad School	Licensed Private Academic		SESi Schools	Emotional Support	8
York Township Elementary	Other	Neighboring School District	LIU 12	Multiple Disabilities Support	1
Bridges Partial Hospitalization	Other	Neighboring School District	LIU 12	Emotional Support	1
York Learning Center	Other	Dual Diagnosis Elementary	LIU 12	Life Skills Support	1
New Story	Approved Private School (APS)		New Story Schools	Autistic Support	6
York County School of Technology	Other	Neighboring School District	LIU 12	Emotional Support	4
York County School of Technology: YTechX	Other	Neighboring School District	LIU 12	Life Skills Support	1
River Rock Academy Red Lion PAL	Approved Private School (APS)		River Rock Academy Inc.	Emotional Support	4

Dallastown High School	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	4
High Road School of Southern York	Licensed Private Academic		SESI Schools	Autistic Support	3
Trimmer Elementary	Other	Neighboring School District	LIU 12	Life Skills Support	1
York Learning Center	Other	Other Public Facility within Central York School District	LIU 12	Multiple Disabilities Support	9
New Visions II at Leg Up Farm	Other	Worked Base Transition	LIU 12	Life Skills Support	1
York Learning Center	Other	Other Public Facility within Central York School District	LIU 12	Autistic Support	1
York Township Elementary School	Other	Neighboring School District	LIU 12	Multiple Disabilities Support	1
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Education Center	Emotional Support	2
Martin Luther School	Approved Private School (APS)		Gemma Services - Colonial School District	Emotional Support	1
Harbor Creek Youth Services	Other	Residential Treatment Facility	Deek Creek School District	Learning Support	1
Bridges Partial Hospitalization Program	Other	Other Public Facility within Central York School District	Children's Home of York	Emotional Support	1
York County School of Technology	Other	Technical School	York County School of Technology	Learning Support	20

## Positive Behavior Support

### Date of Approval

2021-02-22

### Uploaded Files

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**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 at the K-3 elementary level. Whereas the secondary levels utilize Positive Behavior Intervention Support (PBIS). The District utilizes Restorative Practices. The middle school offers 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 Team Care. The District provides training to staff in Safety Care in an effort to prevent behavioral crises and 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. The Director of Special Education and 2 of the Special Education Supervisors are trainers for Safety Care. All K-8 staff were trained in de-escalation strategies & techniques in August 2023. At the high school, the LIU conducted training in trauma informed care. Additionally, specific classrooms with known incidents of significant behavior, such as autism support, have classroom staff and paraprofessionals certified in Safety Care de-escalation techniques and the use of physical management, as a last resort. All teachers are required to develop and implement positive behavior management systems within their own classrooms. The School Psychologists assist 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, Assistant Principal, 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 to support students academic, social, emotional, and behavioral needs district-wide. One of the district Special Education Supervisors, is a Board Certified Behavior Analyst and certified School Psychologist. The District contracts with Team Cares for school-based therapy services.

**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 Central York School District administrators are trained in Safety Care Crisis Prevention Training. Three Special Education Administrators 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, paraprofessionals, 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). Training sessions are provided in summer as well as throughout the school year. The District has also provided professional development to all faculty and staff in de-escalation strategies and techniques. Providing de-escalation techniques to all staff is essential in order to maintain a safe school environment, promote positive student relationships, enhance each student's well-being, reduce disruptive behaviors and prevent behaviors from escalating, and improve classroom management to ensure all students can thrive academically.

**3. Describe the district positive school wide support programs.**

Positive Behavior Supports (PBS) is the framework that guides K-12. A Diversity Specialist/Social Worker supports the K-12 students and staff. 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 (grades 7-12). Elementary and intermediate buildings provide opportunities for school wide shoutouts on the morning announcements as well as spirit tickets for promoting positive school behavior. In both middle and high school, students engage in the Central Learning Coach Model and "loop" with the teacher/coach. Secondary (grades 7-12) Assistant Principals and school counselors "loop" with the students in order to maintain and facilitate relationships. Restorative Practices are utilized in grades 7-12. At the high school, middle school level, and 4-6 there is an AEVIDUM "I've got your back" club. Aavidum strives to create a healthy community of care and advocacy, where every feels acc accepted, appreciated, acknowledged, and cared for in school.

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

The district employs 4 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. The Central York Community That Cares also provides parent training and additional support. School-based counseling services are provided through Team Care Behavioral Health Services. 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.

**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. Parents/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
Life Skills Support: Tyson	Elementary	Full-time (1.0)	05/24/2024 05:37 PM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Autistic Support: Sweeney	Secondary	Full-time (1.0)	03/25/2024 09:53 AM
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<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Autistic Support		

<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Student was not in school during 22-23 school. Local school district is contracting with us.		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Blind/Visually Impaired Support: Snyder	Elementary	Part-time (0.5)	03/21/2024 03:24 PM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Price	Elementary	Full-time (1.0)	03/21/2024 03:19 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support: Dwyer	Elementary	Full-time (1.0)	03/21/2024 03:18 PM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>Building Name</b>		
Sinking Springs El Sch		

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Intensive Learning Support: Davis	Elementary	Full-time (1.0)	03/21/2024 03:19 PM

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech HS: Biedermann	Secondary	Full-time (1.0)	03/21/2024 09:51 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Herman	Secondary	Full-time (1.0)	03/20/2024 09:47 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Faraone	Elementary	Full-time (1.0)	03/25/2024 09:55 AM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Berger	Elementary	Full-time (1.0)	03/20/2024 07:51 PM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Tschopp	Elementary	Full-time (1.0)	03/20/2024 07:53 PM



<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Intensive Learning Support: Elwood	Elementary	Full-time (1.0)	03/21/2024 03:20 PM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Life Skills Support: High School: Smith	Secondary	Full-time (1.0)	03/21/2024 03:19 PM

<b>Building Name</b>
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Central York HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Black	Secondary	Full-time (1.0)	03/20/2024 07:59 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech Language: Hobbs	Elementary	Full-time (1.0)	03/20/2024 08:07 PM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Zarfos	Secondary	Full-time (1.0)	03/21/2024 03:35 PM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Biechler	Secondary	Full-time (1.0)	03/21/2024 03:29 PM

<b>Building Name</b>
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Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Matles	Elementary	Full-time (1.0)	03/20/2024 09:41 PM

<b>Building Name</b>		
Roundtown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Roundtown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Language: Nunn	Elementary	Full-time (1.0)	03/20/2024 09:41 PM

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support: Dickmyer	Secondary	Full-time (1.0)	03/25/2024 09:57 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>



Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 22
<b>Age Range Justification</b>		<b>FTE %</b>
FAPE Policy Change		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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Learning Support: Rodland	Secondary	Full-time (1.0)	03/20/2024 09:41 PM
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<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Hammaker	Secondary	Full-time (1.0)	03/21/2024 03:32 PM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Walter	Secondary	Full-time (1.0)	03/21/2024 03:37 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support : Weisz	Secondary	Full-time (1.0)	03/21/2024 08:08 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Stodart	Elementary	Full-time (1.0)	03/20/2024 10:16 PM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.38
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<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support: Ludwig-Lineberry	Secondary	Full-time (1.0)	03/20/2024 10:18 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Intensive Learning Support: Johnston	Secondary	Full-time (1.0)	03/21/2024 03:23 PM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Central York MS		



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Raab	Secondary	Full-time (1.0)	03/21/2024 08:11 AM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Casale	Secondary	Full-time (1.0)	03/21/2024 03:30 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Shaffer	Elementary	Full-time (1.0)	03/21/2024 08:13 AM

<b>Building Name</b>		
Roundtown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Smeiles	Elementary	Full-time (1.0)	03/21/2024 10:05 AM

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Tomchick	Elementary	Full-time (1.0)	03/21/2024 03:36 PM

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech Language: Bailets	Elementary	Full-time (1.0)	03/21/2024 08:18 AM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.31

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Life Skills Support: Graham	Secondary	Full-time (1.0)	03/21/2024 03:23 PM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support : Snouffer	Secondary	Full-time (1.0)	03/21/2024 08:20 AM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Blind/Visually Impaired	Elementary	Part-time (0.5)	03/21/2024 03:22 PM



<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Stony Brook El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Intensive Learning Support: Garber	Secondary	Full-time (1.0)	03/25/2024 10:02 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Krewson	Elementary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.36
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<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech Language: Slatky	Secondary	Full-time (1.0)	03/21/2024 08:46 AM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Transition Program (18-22): Sparks	Secondary	Full-time (1.0)	03/25/2024 10:01 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 22
<b>Age Range Justification</b>		<b>FTE %</b>
Transition Classroom		0.08

<b>Building Name</b>		
Central York HS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 22
<b>Age Range Justification</b>		<b>FTE %</b>
Transition Classroom		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Reichard	Elementary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Hoepfer	Elementary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Elfner	Elementary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>	
Sinking Springs El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	12



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: McCombs	Secondary	Full-time (1.0)	03/21/2024 09:44 AM

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Intensive Learning Support: Conrad	Elementary	Full-time (1.0)	03/21/2024 03:23 PM

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support: Arentz	Elementary	Full-time (1.0)	03/20/2024 10:19 PM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Edwards	Elementary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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<b>Building Name</b>		
Sinking Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Intensive Learning Support: Kareis	Secondary	Full-time (1.0)	03/21/2024 03:23 PM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Central York MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Language: Biedermann	Elementary	Full-time (1.0)	03/21/2024 09:50 AM

<b>Building Name</b>		
Roundtown El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Learning Support: Greene	Secondary	Full-time (1.0)	03/21/2024 09:57 AM
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<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Stambaugh	Secondary	Full-time (1.0)	03/21/2024 09:57 AM

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



	0.36
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Language: Slatky	Secondary	Full-time (1.0)	03/21/2024 10:09 AM

<b>Building Name</b>		
Central York HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Language: Slatky	Elementary	Full-time (1.0)	03/20/2024 10:12 PM

<b>Building Name</b>		
North Hills El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support: Barron	Elementary	Full-time (1.0)	03/20/2024 09:41 PM

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Hayshire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		230
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 1 inches x 25 feet, 5 inches	357sqft	12
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Sinking Map.pdf		

### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		620
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 29 feet, 0 inches	1131sqft	40
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Sinking Springs El Sch		232
School Building		Building Description
		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		
Sinking Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		431
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Roundtown El Sch		105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
<b>Implementation Date</b>		
2022-06-09		

<b>Uploaded Files</b>
Roundtown Map.pdf

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		121
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Sinking Map.pdf		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		102
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 29 feet, 11 inches	762sqft	27
<b>Implementation Date</b>		
2023-08-23		
<b>Uploaded Files</b>		

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		217
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
<b>Implementation Date</b>		



2022-06-09
<b>Uploaded Files</b>
Map CYHS-1st floor[75]..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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		519
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Map CYHS-1st floor[75]..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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		88
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 6 feet, 5 inches	186sqft	6
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Middle Map.pdf		

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hayshire El Sch		2
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27

<b>Implementation Date</b>
2022-06-09
<b>Uploaded Files</b>
Hay Map.pdf

11 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
North Hills El Sch		8
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
NH Map.pdf		

12 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		41
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Roundtown El Sch		410A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>

29 feet, 0 inches x 6 feet, 0 inches	174sqft	6
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Roundtown Map.pdf		

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
North Hills El Sch		9
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
NH Map.pdf		

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		22
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		122
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 12 feet, 0 inches	348sqft	12
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Sinking Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		01
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		29
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 29 feet, 0 inches	957sqft	34
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>
Central York HS	419
<b>School Building</b>	<b>Building Description</b>



		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Map CYHS-1st floor[75]..doc		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Roundtown El Sch		101
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Roundtown Map.pdf		

21Assurance Check

Assurance Check	Yes	No
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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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
North Hills El Sch		11
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
NH Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>
Central York HS	606

<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 0 inches x 29 feet, 0 inches	1160sqft	41
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		02
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		46
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>
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Stony Brook El Sch		1
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 5 inches	853sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Stony Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York MS		45
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		130
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 12 feet, 0 inches	348sqft	12
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Sinking Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hayshire El Sch		6
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Hay Map.pdf		

29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Stony Brook El Sch		203
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Stony Map.pdf		

30 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Sinking Springs El Sch		124
School Building		Building Description
		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		
2024-03-09		
Uploaded Files		
Sinking Map.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	



<b>Building Name</b>		<b>Room #</b>
Central York HS		624
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 30 feet, 0 inches	1050sqft	37
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		
Map CYHS-2nd floor		

### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hayshire El Sch		504
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-06-09		

<b>Uploaded Files</b>
Hay Map.pdf

33 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hayshire El Sch		506 A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 1 inches x 19 feet, 1 inches	497sqft	17
<b>Implementation Date</b>		
2022-06-10		
<b>Uploaded Files</b>		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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<b>Building Name</b>		<b>Room #</b>
Hayshire El Sch		4
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2022-08-10		
<b>Uploaded Files</b>		

### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Roundtown El Sch		418
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 26 feet, 5 inches	728sqft	26
<b>Implementation Date</b>		

2022-08-10
<b>Uploaded Files</b>

36 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Roundtown El Sch		PT/OT Area
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 8 inches x 10 feet, 4 inches	182sqft	6
<b>Implementation Date</b>		
2024-03-10		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Stony Brook El Sch		2
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2023-08-10		
<b>Uploaded Files</b>		

### 38Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Stony Brook El Sch		105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 3 inches x 24 feet, 11 inches	803sqft	28

<b>Implementation Date</b>
2024-03-10
<b>Uploaded Files</b>

39 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Stony Brook El Sch		403
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
7 feet, 2 inches x 16 feet, 8 inches	119sqft	4
<b>Implementation Date</b>		
2024-03-10		
<b>Uploaded Files</b>		

40 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
North Hills El Sch		26
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 11 inches x 22 feet, 8 inches	836sqft	29
<b>Implementation Date</b>		
2024-03-10		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		420
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>

29 feet, 2 inches x 51 feet, 0 inches	1487sqft	53
<b>Implementation Date</b>		
2024-03-11		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sinking Springs El Sch		112
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 2 inches x 26 feet, 11 inches	785sqft	28
<b>Implementation Date</b>		
2023-08-21		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Central York HS		604
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 1 inches x 38 feet, 10 inches	1362sqft	48
<b>Implementation Date</b>		
2022-08-21		
<b>Uploaded Files</b>		

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	



## Special Education Support Services

### 45Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
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	95	District Wide	District
School Psychologist	3	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
School Psychologist	.5	Secondary	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Autism Support Verbal Behavior Language Training			
Lead Person/Position		Year of Training	
PaTTAN Personnel		2024 2025 2026 2027	
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

Description of Training			
Autistic Support Curriculum Training			
Lead Person/Position		Year of Training	
CYSO Special Education Department		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Special Education Teachers

## Positive Behavior Support

Description of Training			
Responsive Classroom			
Lead Person/Position		Year of Training	
Responsive Classroom Trainer		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	5	Other	General Education Teachers Special Education Teachers

Description of Training			
De-escalation Strategies Training			
Lead Person/Position		Year of Training	
CYSO Special Education Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1-2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training
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QBS Safety Care Trainings			
Lead Person/Position		Year of Training	
CYSO Special Education Administration		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6-12	multiple throughout a school year	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Discipline Monitoring Training (Manifestation Determination Reviews, Informal Hearings, and AEDY Program Requirements)			
Lead Person/Position		Year of Training	
CYSO Special Education Administration		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2-4	2-4	District	Building Administrators Special Education Teachers

Description of Training	
Exploring Significant Disproportionality in Student Discipline	
Lead Person/Position	Year of Training
CYSO/Outside Agency Support	2024 2025

Hours Per Training	Number of Sessions	Provider	Audience
3-6	2-5	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

### Paraprofessional

Description of Training			
Verbal Behavior Training - ABA			
Lead Person/Position		Year of Training	
PaTTAN Autism Consultants		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District PaTTAN	Paraprofessionals

Description of Training			
CPR and First Aid Training			
Lead Person/Position		Year of Training	
CYS Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1-2	District	Building Administrators Paraprofessionals

			Special Education Teachers
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Transition

<b>Description of Training</b>			
Transition Council			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Shelley Warfield, Transition Coordinator/Transition Council President			2024 2025 2026 2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2 hours	8 per year	District	Other

<b>Description of Training</b>			
Transition Monitoring Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSO Special Education Administration/LIU Staff		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2	2-4	District	Building Administrators Special Education Teachers

Science of Literacy

<b>Description of Training</b>
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LETRS Training/Structured Literacy Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU Staff		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	4	Intermediate Unit Other	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Special Education Parent Trainings: Transition and Post-Secondary Services & Summer Programming Opportunities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Central York Special Education Department		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2-3	District	Parents

### IEP Development

<b>Description of Training</b>	
Special Education Paperwork Compliance Sessions	
<b>Lead Person/Position</b>	<b>Year of Training</b>

CYSD Special Education Administration		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Special Education Teachers

### General Education Teachers

<b>Description of Training</b>			
Strategies and Interventions to Support Students with Disabilities in General Ed Classrooms			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Central York Special Education Department		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators Special Education Teachers

<b>Description of Training</b>			
Trauma Informed Care/Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSD/Agency Representatives		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

3	2	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Co-Teaching Training			
Lead Person/Position		Year of Training	
CYS Administration		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Special Education Teachers

Description of Training			
Teaching Students with Autism in Elective Classes			
Lead Person/Position		Year of Training	
CYS Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers

<b>Description of Training</b>			
Variety of HMH Into Math and McGraw Hill Wonders (Reading) Trainings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSO Staff, HMH Staff, McGraw Hill Staff		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2-3	3-5	District Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Developmental Indicators for Language Development			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSO Speech-Language Pathologists		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1-2	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>	
Sensory Regulation Strategies	
<b>Lead Person/Position</b>	<b>Year of Training</b>
CYSO/Austill's Occupational Therapists	2024 2025 2026

		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Block Scheduling, Station Rotation, and Scope and Sequence Trainings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSO/LIU		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1-2	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Inclusive Teaching Practices and How to Differentiate Instruction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
CYSO Staff		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	General Education Teachers Paraprofessionals

Description of Training			
Reunification Training			
Lead Person/Position		Year of Training	
CYSO		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1-2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Cyber Safety

Description of Training			
Artificial Intelligence and Technology Resources			
Lead Person/Position		Year of Training	
CYSO Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2-3	District	General Education Teachers Paraprofessionals Special Education Teachers

## Special Education Teachers

Description of Training			
Specialized Classroom (Intensive Learning Support, Life Skills, and Autistic Support) Curriculum Development using Alternative State Standards			
Lead Person/Position		Year of Training	
CYSO/LIU		2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	2-3	District Intermediate Unit	Special Education Teachers

Description of Training			
PASA 1% Threshold Training			
Lead Person/Position		Year of Training	
CYSO/PDE Resources		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training	
Tier 3 Reading and Math Programming Training	
Lead Person/Position	Year of Training
CYSO/Program Staff	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Other	Special Education Teachers

### Speech Language Pathologists

Description of Training			
Various Speech-Language Related Trainings/ASHA Learning Trainings			
Lead Person/Position		Year of Training	
LIU/ASHA		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4-5	Intermediate Unit PaTTAN Other	Other

Description of Training			
Assistive Technology and AAC Trainings			
Lead Person/Position		Year of Training	
LIU/PaTTAN		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience



3	1-2	Intermediate Unit PaTTAN	Other
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### School Psychologists

Description of Training			
Various Trainings through LIU/PaTTAN			
Lead Person/Position		Year of Training	
LIU/PaTTAN		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	3-5	Intermediate Unit PaTTAN Other	Other

## Signatures & Affirmations

Approval Date

2024-04-15

### Uploaded Files

2024-2027 Special Education Plan Signature Verification.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

Peter J. Aiken

**Date**

2024-06-04

