

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 546

Total Student Enrollment 3040

Percent of Special Education Students 18

Steering Committee

Name	Position/Role	Building	Email
Traci Stauffer	Director of Special Education	West York Area SD	Tlstauffer@wyasd.org
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Robert Van Vorst	Parent	Trimmer El Sch	robvanorst@gmail.com
Jeanne Herman	Board Member	West York Area SD	jjherman@wyasdgmail.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity

The district has a large number of students in IU operated programs due to their complex support needs. These students are typically receiving full-time support services. Next school year the district plans to take back our Emotional Support Programs and provide training to our staff in the areas of IEP Development and Supplementary Aids and Services. We will continue to look at where our highest population of disabilities are and plan on transitioning those classrooms back to our district over the course of the next three years.

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

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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.)

If the West York Area School District became a host for facilities under Section 1306, the district personnel would work collaboratively with the staff at the institution and the individuals who hold educational rights for the students in the placement. A district LEA would attend all IEP meetings. Least Restrictive Environment would be discussed and determined on an individual basis for students. This could mean that the student would receive instruction in the public school setting but could also mean that students would receive instruction at the institution. The full range of programming would be available for the student reviewing specific strengths and needs and a creative hybrid programming would be an option as appropriate. If the student requires a more complex educational program or services, the district may also recommend a placement located outside the institution and not within the West York Area School District such as a program operated by the Lincoln Intermediate Unit to ensure student needs are met.

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

The district would collaborate with the staff at the 1306 facility and would send a representative to serve as LEA at all IEP meetings. When student is ready to begin the transition process back to district or to a contracted educational placement, an individual plan will be created. This could include a gradual transition course by course or half day 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?

No

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

The district, in cooperation with the Lincoln Intermediate Unit (LIU), operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify school districts when school-age youth enter the facilities. School records are sent to the facility in order to identify students who would be eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may be disabled and in need of specially designed instruction. The school district works in conjunction with the LIU to complete the evaluation. Students are eligible for a diploma when the home school district determines the work completed by the student meets the school district criteria for graduation. The LEA (home district) takes responsibility to ensure FAPE is offered to each student who is eligible for special education within a correctional facility. The school district complies with Child-find obligations for school aged individuals.

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, West York Area School District has not met the State Performance Plan (SPP) Targets for Indicator 5, Educational Environment. Factors contributing to this are, our district increased numbers in our overall enrollment of special education students with an increase of 29 special education students from the 2017-2018 school year to the 2019-2020 school year. Our percent of identified special education students increased from 16.7% to 18%. Our students with a primary diagnosis of Autism went from 8.7% to 12.1% in three years (from 45 to 65 students). The majority of that increase is coming from Early Intervention students transitioning to Kindergarten and newly enrolled students. In addition to this, our students with significant behavioral needs, emotional disturbance has increased in the past 3 years from 8.9% to 9.2%. Our IEP teams monitor and adjust based on student needs. The student placement is carefully considered and chosen as the least restrictive environment. To address the need to meet the SPP target for Least Restrictive Environment, the District will provide a training at building faculty meetings for special education, regular education and administration staff within the first two months of school. During this training, teachers and administrators will review the District obligations for providing the Least Restrictive Environment and Educational Placement for students with IEPs using the Basic Education Circular guidelines. The Special Education Director, Assistant and Instructional Advisors will review these expectations and engage in discussions at yearly IEP meetings to ensure the district is meeting the obligation set by PDE. West York Area School District uses a Multi Tier System of Support (MTSS) Team process at the all levels to implement interventions and support for students prior to consideration of special education interventions. In all buildings, the teachers work in teams to implement and document interventions, tier 1 and tier 2. If a student is not making progress, teachers refer to the Pupil Service Team. These teams analyze specific student data to determine remediation and interventions, which are first implemented in the general education environment. Ongoing monitoring of the student in the general ed environment is done to determine whether they need an increase or new tier 2 intervention. Finally, if the student is not making adequate progress with consistent research based interventions, an evaluation for special education services will be issued. Once it is determined that regular education cannot meet the identified needs of the student, the student is referred for testing to determine the educational disability and appropriate level of support required. The placement is based on the needs and supports required by the student, not by the disability category. The IEP team determines which program and what level of service is required to implement the IEP to meet the student's needs. Continual progress monitoring is in place to determine if the current placement is appropriate, or should be changed. The district's first consideration is to provide supplementary aids and services within the regular education environment before considering any removal from the regular education class. Only after a period of monitoring progress to see if there is sufficient achievement being made in a particular environment will a more restrictive environment be considered. Placement in a more restrictive environment would only occur if there had been a lack of progress noted over time. The IEP team meets annually (at minimum) to discuss the least restrictive environment for the student and the most appropriate program and placement.

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?

The district utilizes the following universal academic practices: reading diagnostic tests, math diagnostic scores, curriculum-based assessments, state assessments, and historical performance on assessments. Teachers meet in teams to discuss student data and tier 1 supports that may be implemented. Universal behavioral practices include: monitoring office discipline referral and attendance data to identify trends and patterns and to provide interventions as needed. All students have access to their school counselor and adhere to MTSS schoolwide positive behavior expectations and reward system. A universal behavior screener, the Student Risk Screening Scale-Internalizing/ Externalizing is completed by teachers three times per school year (fall, winter and spring) at the K-5 level.

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

At all levels the District uses a cooperative/collaborative model of instruction for the majority of the special education population. These students are subsequently monitored to assure they are making progress with this level of supportive intervention. By having the special education teacher work in collaborative and/or co-teaching partnerships with regular education teachers, the students have the advantage of receiving the skills of both a strong content teacher and intervention teacher. The District uses site based training through monthly academic collaborations, inservice days, early dismissals, and Title 2A training. Staff members participate in webinars offered through PDE and PATTAN as well as conferences and various trainings offered. The District also works closely with the IU 12 for training and consultation on a regular basis. The district has established many partnerships with agencies who also provide training opportunities and support for staff. To address the need to meet the SPP target for Least Restrictive Environment, the District will provide a yearly training for special education staff and administrators within the first two months of school. During this training, teachers and administrators will review the District obligations for providing the Least Restrictive Environment and Educational Placement for students with IEPs using the Basic Education Circular guidelines. The Director of Special Ed/Pupil Services and Instructional Advisors will review these expectations and engage in discussions at yearly IEP meetings to ensure the district is meeting the obligation set by PDE.

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. Some of the supplementary aids include: extra practice time as needed, extra time with coach/mentor, visual cues, review behavior plans with coaches, and access to assistive technology, interpreters (for hearing impaired students), personal care assistants (for students who require such services during the school day), transportation (when students are unable to be transported via the typical school bus), and specialized apps.

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 whose home district is WYASD, but are placed in private institutions are able to participate in extracurricular activities such as sports and clubs, graduation. Transportation from the private institution to the district is arranged. In alternative education settings, students with disabilities are educated alongside non-disabled children.

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 strives to meet the needs of each individual student regarding his or her disability and potential placement needs. We currently contract with the Lincoln Intermediate Unit-LIU#12 to provide a full continuum of services and programming for our students. However, the District is considering options to provide more educational services within the District. The District has explored partnerships with neighboring school districts who operate their own classrooms within their districts for specific types of programming. For the 2022-2023 school year, the District will no longer contract with the LIU for Emotional Support services at the secondary level (middle and high school). These services will be provided through District operated classrooms rather than LIU 12 classrooms. A Behavior Facilitator will be hired to assist with all secondary ES classrooms. Each classroom will have a teacher and two aides. With the increase in autistic support services needed over the past several years, the District is looking at contracting with other district's for placement options, and possibly considering opening a third elementary Autistic Support classroom at the elementary level for the upcoming school year. For the 2023-2024 school year, the District is looking at the continuum of services for other emerging disability categories to determine how to best meet the growing needs of the special education population in the district. We will continue to examine all factors (cost, student enrollment, student need) that

would impact the decision to return services currently offered by the LIU to the District. The District has implemented an Intensive Learning Support program that spans K-12 to address students with more intensive academic needs than can reasonably be expected to be met in an itinerant or co-teaching environment. The District will also continue to examine ways to provide more co-teaching opportunities which will enhance student learning in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Academy-Spring Grove Elementary	Approved Private School (APS)		River Rock Academy	Emotional Support	1
River Rock Academy-Spring Grove AEDY	Other	Alt. Ed.	River Rock Academy	Learning Support	1
River Rock Academy-Spring Grove AEDY	Other	Alt. Ed.	River Rock Academy	Emotional Support	1
River Rock Academy-Spring Grove PAL	Approved Private School (APS)		River Rock Academy	Learning Support	2
River Rock Academy-Spring Grove PAL	Approved Private School (APS)		River Rock Academy	Emotional Support	2
River Rock Academy-Red Lion PAL	Approved Private School (APS)		River Rock Academy	Learning Support	1
Soaring Heights	Licensed Private Academic		Pyramid Healthcare Inc.	Autistic Support	1
Soaring Heights	Licensed Private Academic		Pyramid Healthcare Inc.	Emotional Support	1
High Road School of Southern York	Licensed Private Academic		Catapult Learning	Autistic Support	1
High Road School of York	Licensed Private Academic		Catapult Learning	Learning Support	1
High Road School of York	Licensed Private Academic		Catapult Learning	Emotional Support	3

River Rock Day Treatment	Approved Private School (APS)		River Rock Academy	Emotional Support	2
Bermudian Springs Elementary	Other	Neighboring School District	LIU 12	Emotional Support	2
Dover High School	Other	Neighboring School District	LIU 12	Emotional Support	4
Dover Area Middle School	Other	Neighboring School District	LIU 12	Emotional Support	1
North Salem Elementary	Other	Neighboring School District	LIU 12	Emotional Support	2
Paradise Elementary	Other	Neighboring School District	Spring Grove School District	Emotional Support	1
Paradise School	Approved Private School (APS)		LIU 12	Emotional Support	11
Spring Grove High School	Other	Neighboring School District	LIU 12	Emotional Support	2
Spring Grove Intermediate School	Other	Neighboring School District	Spring Grove School District	Emotional Support	1
York Learning Center	Other	Other Public Facility	LIU 12	Emotional Support	5
New Oxford High School	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	2
Conewago Elementary	Other	Neighboring School District	LIU 12	Learning Support	1
East Berlin Community Center	Other	Transition Program	LIU 12	Life Skills Support	1
Eastern High School	Other	Neighboring School District	LIU 12	Autistic Support	1
Eastern Middle School	Other	Neighboring School District	LIU 12	Life Skills Support	2
Leg Up Farm	Other	Other Public Facility	LIU 12	Life Skills Support	1
Northeastern High School	Other	Neighboring School District	LIU 12	Autistic Support	2
Paradise Elementary	Other	Neighboring School District	Spring Grove School District	Learning Support	1
Wellspan Health/York Hospital Project Search	Other	Transition Program	LIU 12	Life Skills Support	1
Shrewsbury Elementary	Other	Neighboring School District	LIU 12	Multiple Disabilities Support	1

Spring Forge Intermediate School	Other	Neighboring School District	LIU 12	Life Skills Support	2
Spring Forge Intermediate School	Other	Neighboring School District	LIU 12	Autistic Support	3
Spring Grove Elementary	Other	Neighboring School District	Spring Grove School District	Autistic Support	2
Spring Grove High School	Other	Neighboring School District	Spring Grove School District	Autistic Support	4
Spring Grove Intermediate	Other	Neighboring School District	Spring Grove School District	Autistic Support	1
Spring Grove Middle School	Other	Neighboring School District	Spring Grove School District	Learning Support	1
York Learning Center	Other	Other Public Facility	LIU 12	Autistic Support	2
York Learning Center	Other	Other Public Facility	LIU 12	Life Skills Support	3
York Learning Center	Other	Other Public Facility	LIU 12	Multiple Disabilities Support	4
York Township Elementary	Other	Neighboring School District	LIU 12	Multiple Disabilities Support	1
York County School of Technology	Other	Technology School	LIU 12	Life Skills Support	1
York County School of Technology	Other	Technology School	LIU 12	Emotional Support	1
York County School of Technology	Other	Technology School	York County School of Technology	Learning Support	15
Adelphoi Village	Other	Residential Facility	Hollidaysburg School District	Learning Support	1
Lincoln Edge	Other	Cyber Program	LIU 12	Learning Support	7
Lincoln Edge	Other	Cyber Program	LIU 12	Emotional Support	4

Positive Behavior Support

Date of Approval

2021-04-20

Uploaded Files

Policy 113.2 Behavior Support.pdf

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

The district supports social and emotional needs of students by providing a social and emotional learning curriculum K-8. All students are able to access Tier 1 social-emotional and behavioral supports including: access to school counselors and participation in school-wide positive behavior support system and rewards. As part of Tier 2, students are able to receive school-based counseling services, individual meetings with the school social worker, check-in check-out with a staff member the student connects with, behavior intervention plans, home-school collaboration through meetings and continuation of outside services, school attendance improvement plans. More intensive services may include SAP (Student Assistance Program), STAT (Suicide Threat Assessment Team) and services through MHIDD (Mental Health- Intellectual Developmental Disabilities). In spring of 2021 a team of five district administrative and professional staff were trained in threat assessment training using the Comprehensive School Threat Assessment Guidelines. The district hired two full time school psychologists at the start of the 2021-2022 school year to replace our LIU contracted psychological 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.

WYASD uses CPI (Crisis Prevention Institute) for the foundation of de-escalation strategies and physical safety management techniques. At each level, a team of professionals are trained annually to maintain certification in CPI practices. All teachers at the elementary and secondary levels receive training in de-escalation strategies. Support staff also receive several hours of training pertaining to de-escalation strategies and behavioral supports. As part of the induction process new teachers are also trained in de-escalation strategies. Additionally, individual consult and observations are encouraged by WYASD Instructional Advisors to be able to assist General Education and Special Education Teachers with behavioral supports in their classrooms. For students that require an FBA, the IEP team will convene to complete this process and develop a positive behavior support plan for the student to provide additional interventions for students.

3. Describe the district positive school wide support programs.

All district school buildings utilize a positive behavior support program. Staff members have participated in trainings with the local intermediate unit, in order to develop a school-wide positive behavior support plan and to provide academic, behavioral, and social-emotional supports. The MTSS committee teams meet monthly to discuss schoolwide discipline trends and to determine positive behavior incentives and rewards. The behavioral team monitors office discipline referral and attendance data to identify trends and patterns to provide interventions in order to improve behavior and have more students participate in positive school wide rewards.

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

WYASD has school based mental health supports through Pennsylvania Comprehensive Behavioral Health(PCBH) for grades K-12. The district also has a

school social worker that supports students K-12 as well as a Social Service Coordinator that provides resources to students and families as well as coordinates services from outside agencies. We have Student Assistance Program and have district trained employees at all levels. In addition to this, we extended our Laurel Life Transition classrooms to extend through grade 12. Not only does the Laurel Life team provide services to the students in their program, they also observe students and provide feedback to the teachers, provide therapy, and consult with FBA/PBSP development. These classrooms support students who have experienced trauma and all staff are trained in trauma informed care. We have an assigned MH-IDD caseworker who is in the district one day per week and can assist families referred to services in the community.

5. Describe the district restraint procedure.

For students who end up requiring the use of a Physical restraint, the use of CPI is listed within the IEP. Social skills instruction will also be included to instruct students on self-regulation and coping skills. When a student requires a restraint, the parent is immediately notified. The IEP team will set up a meeting to review the incident within 10 days. A restraint report is completed to document the incident and submitted to the state. At the IEP meeting, the review of the goals and positive behavior support plan will occur, along with any revisions to better support the needs of the students. If behaviors continue to demonstrate a pattern, the team will make a determination for a more supportive placement.

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.

When faced with a student whose needs surpass the placement options available at West York Area School District, the district works collaboratively with Lincoln Intermediate Unit 12, various private schools, Child and Adolescent Service System Program (CASSP), Children Youth and Families, Probation, Service Access Management, Student Assistance Program and MH-IDD to find and determine appropriate placements for students. In addition to this, the district collaborates with partial hospitalization programs to meet the intense mental health needs of specific students. IEP meetings include school and agency personnel, along with the parents and students. The district utilizes a team approach to resolve and locate educational placements and services for hard to place students with disabilities. Instruction Conducted in the Home is the most restrictive option of the continuum of special education placements and is only considered when a student has severe medical and behavioral needs that cannot be met in any other setting. The IEP team has ongoing communication to ensure the student is receiving FAPE.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing	Multiple	Full-time (1.0)	03/28/2022 12:11 PM

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

Building Name		
West York Area MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
West York Area HS		

Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision	Multiple	Full-time (1.0)	03/28/2022 12:12 PM

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

Building Name		
Lincolnway El Sch		
Support Type		
Blind And Visually Impaired Support		

Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Trimmer El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
West York Area MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
West York Area HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech HS	Secondary	Full-time (1.0)	03/28/2022 12:12 PM

Building Name		
West York Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Speech Trimmer/MS	Multiple	Full-time (1.0)	03/28/2022 12:14 PM
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Building Name		
Trimmer El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 11
Age Range Justification		FTE %
		0.28

Building Name		
West York Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 14
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Wallace	Elementary	Full-time (1.0)	03/28/2022 12:13 PM

Building Name		
Wallace El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
students are group into small groups and those groupings are within age requirements		0.51

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech LWY	Elementary	Full-time (1.0)	03/28/2022 12:13 PM

Building Name		
Lincolnway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 11
Age Range Justification		FTE %

students are group into small groups and those groupings are within age requirements	0.31
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU TES MS	Secondary	Full-time (1.0)	03/28/2022 12:17 PM

Building Name	
West York Area MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	9
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range	12 to 14
Age Range Justification	FTE %
	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU ES HS	Secondary	Full-time (1.0)	03/28/2022 12:22 PM

Building Name	
West York Area HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
West York Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 18
Age Range Justification		FTE %
		0.2

Building Name		
West York Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LIU LSS Trimmer	Elementary	Full-time (1.0)	03/28/2022 12:25 PM
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Building Name		
Trimmer El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU AS Wallace	Elementary	Full-time (1.0)	03/28/2022 12:26 PM

Building Name		
Wallace El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 6

Age Range Justification	FTE %
	0.38

Building Name		
Wallace El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 6
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU LSS Wallace	Elementary	Full-time (1.0)	03/28/2022 12:27 PM

Building Name		
Wallace El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU AS LWY	Elementary	Full-time (1.0)	03/28/2022 12:24 PM

Building Name		
Lincolnway El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Lincolnway El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU ES MS	Secondary	Full-time (1.0)	03/28/2022 12:21 PM

Building Name		
West York Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 13
Age Range Justification		FTE %
		0.04

Building Name		
West York Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.17

Building Name		
West York Area MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU ILS Trimmer	Elementary	Full-time (1.0)	03/28/2022 12:24 PM

Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 13
Age Range Justification		FTE %
The IEP team deemed this an appropriate placement. It is documented in the IEP		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU TES LWY	Elementary	Full-time (1.0)	03/28/2022 12:23 PM

Building Name		
Lincolnway El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU AS Wallace	Elementary	Full-time (1.0)	03/28/2022 12:16 PM

Building Name		
Wallace El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 6
Age Range Justification		FTE %
		0.88

Building Name		
Wallace El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIU TES HS	Secondary	Full-time (1.0)	03/28/2022 12:22 PM

Building Name		
West York Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

Building Name
West York Area HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 17
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 7	Elementary	Full-time (1.0)	03/16/2022 06:12 PM

Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 6	Elementary	Full-time (1.0)	03/16/2022 06:13 PM

Building Name		
Wallace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team deemed this an appropriate placement. It is documented on the IEP.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 5	Elementary	Full-time (1.0)	03/16/2022 11:55 AM

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

	0.05
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Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 4	Elementary	Full-time (1.0)	03/16/2022 11:54 AM

Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.15

Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 3	Elementary	Full-time (1.0)	03/16/2022 11:52 AM

Building Name		
Trimmer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name
Trimmer El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 2	Elementary	Full-time (1.0)	03/16/2022 11:51 AM

Building Name		
Lincolnway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Lincolnway El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LS 1	Elementary	Full-time (1.0)	03/16/2022 11:50 AM

Building Name		
Lincolnway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 7	Secondary	Full-time (1.0)	03/16/2022 11:43 AM

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 6	Secondary	Full-time (1.0)	03/16/2022 11:41 AM

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.15

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 5	Secondary	Full-time (1.0)	03/16/2022 11:40 AM

Building Name		
West York Area MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 4	Secondary	Full-time (1.0)	03/16/2022 11:39 AM

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
West York Area MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 3	Secondary	Full-time (1.0)	03/16/2022 11:38 AM

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 2	Secondary	Full-time (1.0)	03/16/2022 11:36 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 1	Secondary	Full-time (1.0)	03/16/2022 11:36 AM

Building Name

West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.35

Building Name		
West York Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 7	Secondary	Full-time (1.0)	03/16/2022 11:33 AM

Building Name		
West York Area HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 6	Secondary	Full-time (1.0)	03/16/2022 11:31 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 5	Secondary	Full-time (1.0)	03/16/2022 11:34 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 4	Secondary	Full-time (1.0)	03/16/2022 11:28 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.45

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 3	Secondary	Full-time (1.0)	03/16/2022 11:27 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %

	0.1
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Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LLS	Secondary	Full-time (1.0)	03/16/2022 11:24 AM

Building Name		
West York Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
The IEP team deemed this an appropriate placement. It is documented on the IEP.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 2	Secondary	Full-time (1.0)	03/16/2022 11:18 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	03/16/2022 10:22 AM

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
West York Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Special Education Facilities

Building Name		Room #
West York Area HS		123
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-13		
Uploaded Files		
HS 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	

Building Name		Room #
West York Area HS		121
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
HS map.pdf		

2 Assurance Check

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

Building Name		Room #
West York Area HS		122
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
HS map.pdf		

3 Assurance Check

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

Building Name		Room #
West York Area HS		110
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
HS map.pdf		

4Assurance Check

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

Building Name		Room #
West York Area MS		153
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		

MS MAP.pdf

5 Assurance Check

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

Building Name		Room #
West York Area MS		218
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
MS MAP.pdf		

6 Assurance Check

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

Building Name		Room #
West York Area MS		128
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
MS MAP.pdf		

7Assurance Check

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

Building Name		Room #
Trimmer El Sch		11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		

NAT MAP.pdf

8 Assurance Check

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

Building Name		Room #
Trimmer El Sch		14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
NAT MAP.pdf		

9 Assurance Check

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

Building Name		Room #
Trimmer El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
NAT 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	

Building Name		Room #
Lincolnway El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		

LWY 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	

Building Name		Room #
Lincolnway El Sch		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
LWY 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	

Building Name		Room #
Wallace El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
Wallace 1st floor evac route (1)_a429bb87.docx		

13Assurance Check

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

Building Name		Room #
Wallace El Sch		02
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		

Wallace 1st floor evac route (1).docx

14 Assurance Check

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

Building Name		Room #
Wallace El Sch		07
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
Wallace 1st floor evac route (1).docx		

15 Assurance Check

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

Building Name		Room #
Wallace El Sch		06
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
Wallace 1st floor evac route (1).docx		

16Assurance Check

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

Building Name		Room #
Wallace El Sch		08
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
West York Area HS		guidance
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
HS map.pdf		

18 Assurance Check

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

Building Name		Room #
West York Area MS		guidance
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-03-30		
Uploaded Files		
MS MAP.pdf		

19Assurance Check

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

Building Name		Room #
Lincolnway El Sch		315
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-04-03		
Uploaded Files		

LWY MAP.pdf

20 Assurance Check

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

Building Name		Room #
Trimmer El Sch		conference-speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-04-03		
Uploaded Files		
NAT MAP.pdf		

21 Assurance Check

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

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	District
Other	3	District Wide	District
Social Worker	1	District Wide	District
Paraprofessionals	10	Elementary	District
Paraprofessionals	14	Secondary	District
Other	1	Secondary	Contractor
Other	2	Elementary	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Boot Camp			
Lead Person/Position		Year of Training	
Pattan or LIU		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit PaTTAN	Other

Description of Training			
Strategies and Interventions for Supporting Students with Autism in the Regular Education Classroom			
Lead Person/Position		Year of Training	
Special Education Administrator and Autism Support Teachers		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Development of Functional Behavior Assessments and Positive Behavior Supports			
Lead Person/Position		Year of Training	
School psychologists and Instructional Advisors		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Behavioral Strategies and Interventions in the Regular Education Setting			
Lead Person/Position		Year of Training	
School Psychologists and Instructional Advisors		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers

Paraprofessional

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Instructional Advisors		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Autism			
Lead Person/Position		Year of Training	
LIU 12, Training and Consulting Team		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Paraprofessionals

Description of Training	
Social Skills / Peer Relationships	
Lead Person/Position	Year of Training
LIU 12, Training and Consulting Team	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit Other	Paraprofessionals

Description of Training			
Technology / Assistive Technology			
Lead Person/Position		Year of Training	
Instructional Advisors		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Trauma Informed Care Strategies			
Lead Person/Position		Year of Training	
Laurel Life staff		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Transition

Description of Training			
Post Secondary Education and Career goal development			
Lead Person/Position		Year of Training	
Instructional Advisors		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Literacy Coaching - Guided reading training and program implementation for the reading and writing standards (Fountas and Pinnell, Into Reading/Into Literature)			
Lead Person/Position		Year of Training	
K-12 Director of Education and Assessment		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Coaching - Guided reading training and program implementation for the reading and writing standards			
Lead Person/Position		Year of Training	
K-12 Director of Education and Assessment		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Coaching - Guided reading training and program implementation for the reading and writing standards			
Lead Person/Position		Year of Training	
K-12 Director of Education and Assessment		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Building Administrators General Education Teachers

			Special Education Teachers
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Description of Training			
Read 180 and Systems 44 interventions			
Lead Person/Position		Year of Training	
K-12 Director of Education and Assessment		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Trauma Informed Care, Lunch and Learn			
Lead Person/Position		Year of Training	
Laurel Life staff		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
IEP 101			
Lead Person/Position		Year of Training	
Instructional Advisors		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Cyber Safety			
Lead Person/Position		Year of Training	
PA Office of Attorney General		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
Transition Services			
Lead Person/Position		Year of Training	
Office of Vocational Rehabilitation, Early Reach Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
Transition to Kindergarten from Early Intervention Services			
Lead Person/Position		Year of Training	
Special Education Department (Instructional Advisors, psychologist, admin)		Annually	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training	
K-12 Special Education review of paperwork mandates, procedures and timelines	
Lead Person/Position	Year of Training
Special Education Department Administrators	Annually at beginning of sch yr

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

