

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 313

School District Total Student Enrollment 1905

Percent of Students Receiving Special Education 16.4

## Steering Committee

Name	Position/Role	Building	Email
Jennifer Snyder	Director of Special Education	Central Columbia SD	jsnyder@ccsd.cc
Adam Comstock	Building Principal	Central Columbia SHS	acomstoc@ccsd.cc
Chad Heintzelman	Building Principal	Central Columbia MS	cheintze@ccsd.cc
Emily Brockman	Building Principal	Central Columbia El Sch	ebrocksma@ccsd.cc
Jeffrey Groshek	Superintendent	Central Columbia SD	jpgroshek@ccsd.cc
Thomas Sharrow	Director of Curriculum	Central Columbia SD	tsharrow@ccsd.cc
Rebecca Pierce	Special Education Teacher	Central Columbia MS	rpierce@ccsd.cc
Shara Evanski	General Education Teacher	Central Columbia El Sch	sevanoski@ccsd.cc
Nicole Fulmer	Other	Central Columbia SD	nfulmer@ccsd.cc
Janine West	Parent	Central Columbia SD	

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Central Columbia El Sch	116191503	7201	Reading	x

# 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.)

Central Columbia Area School District does not host a 1306 facility. In the event that a facility would locate within the District, CCSD will fully comply with the requirements of IDEA and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (interagency collaboration, CASSP).

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

The Central Columbia Area School District is committed to include all team members involved in every student's education. The team members are invited to each IEP meeting and accommodations are made to include everyone either in-person or virtually. Frequent communication occurs through progress reports and ongoing monitoring. Additionally, any outside agency involvement are encouraged to be involved in the best interest of the child. When a child is in the process of transitioning back to a less restrictive setting, the IEP team and outside agencies reconvene to develop a systematic plan to titrate more restrictive services and transition the student back to the district in a systematic manner.

## Incarcerated Students Oversight

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

No

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

## Least Restrictive Environment

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

The Central Columbia School District continues to prioritize practices to reinforce educating students in the least restrictive environment. According to a review of the most recent data available, the number of students educated in the general education classroom for 80% or more of the school day exceeds the state average of 61.5 by 10% (CCSD 67.6). In addition, the number of students educated outside of the district is so low that it can not be reported and is under the state average of 4.4%.

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 Central Columbia Area School District utilizes both academic and social/emotional universal strategies to meet the needs of all learners in the least restrictive environment. The following are examples of universal practices used with K-12 grades at CCSD. School Wide Positive Behavior Support Short-term conflict resolution BBT Lessons related to grade specific curriculum, Truancy Elimination Plan IST/CST Meetings in elementary and middle school MTSS Data Meetings SEL Curriculum embedded within guidance plans SAP Teams- Elementary, Middle and High School Contracted Prevention Specialist Mental Health Provider onsite

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 academic programming and training efforts that CCSSD utilizes to ensure meaningful participation of students with disabilities in the general education curriculum include utilizing TAC support through our local IU to provide. The district also utilizes peer mentors to assist in including individuals with disabilities in the general education curriculum. In addition, modifications and adaptations are used to assist in inclusionary practices. This involves meeting with individual and group teams to determine match instruction with individual strengths and needs.

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

The Central Columbia Area School District utilizes supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. This includes extracurricular sports, clubs and musical performances. In addition, CCASD participated in the Unified Sports Indoor Bocce Program which allowed typical developing and students with developmental disabilities in participating side by side in a PIAA sport. Supports such as special transportation, assistive technology, paraprofessional support, nursing services as well as any academic or behavioral accommodations are applied in settings outside of the classroom to assist the meaningful participation of all students with disabilities in extracurricular activities.

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?

The CCSD implements procedures to ensure, to the maximum extent appropriate, children placed in private institution are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities. Separate schooling only occurs when the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. To ensure that students are reintegrated with their non-disabled peers, the IEP team regularly reviews the progress of students placed in the private institution and creates a transition plan to return the student to a less restrictive setting.

In addition, the student is able to participate in district activities, with support from paraprofessionals or nursing staff to ensure the meaningful participation.

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 CCSD continues to build capacity and expand programs and services in an effort to provide a continuum of services. The following are initiatives and efforts used to expand programs: Implementing the SAS Toolkit to increase a student's participation in the general education curriculum. Consulting with the CSIU TaC staff in the following areas: positive behavioral supports, autism initiatives, assistive technology to assist teams in including students in the least restrictive environment Collaborating with OVR- OVR staff teach lessons and meet individually with students and families on a monthly basis to assist in the transition of students in post-secondary settings. Implementation of a strong and coordinated set of service through the 339 Guidance Plan

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Approved Private School (APS)		Private	Autistic Support	2
New Story	Approved Private School (APS)		Private	Emotional Support	3
Diversified Treatment Academy	Other	Partial Hospitalization	DTAC	Emotional Support	3
5 Star	Other		CSIU	Emotional Support	0



## Positive Behavior Support

Date of Approval  
2020-12-02

Uploaded Files  
Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
The Central Columbia Area School District (CCSD) implements a coordinated guidance plan that includes social emotional learning in all grades K-12 as the tier 1 plan for all students. In addition, Tier 1 supports also include: SWPBS (K-8), SAP ( all 3 buildings) ,Tier 2 and Tier 3 Supports include the following: Individual and Group Counseling Targeted Intervention groups based on MTSS and IST data, Lunch Bunch, Check In/Check Out, Psychological Counseling, Individual Therapy with an on site clinical therapist beginning April 2023. Students with disabilities receive services to meet their emotional or social needs as determined by the IEP team. These services are not contingent on a specific disability category but rather dependent on the individual needs of each student.
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.  
The CCSD participates in a variety of training to provide staff to promote the use of positive behavior supports. The district has two trainers for the Safe Crisis Management System within the district. These individuals are able to train other staff members in this specific program. In addition, all staff have received training in the following areas: Suicide prevention, Trauma Threat Assessment, Safe 2 Say, Bullying Prevention. In addition, the Guidance Team meets on a monthly basis to discuss current needs and also provides training regarding the supports and services that are available to both students and staff.
3. Describe the district positive school wide support programs.  
School -wide Positive Behavior Support Programs exist in 2 of the 3 buildings for students and staff to promote positive behaviors and improve the school climate. Targeted goals are developed for each building with reinforcements implemented for those achieving the desired behavior. The CSIU 16 supports both buildings in assessing the buildings using the School-Climate Survey and acting as a guide in the implementation of the programs. The buildings pay a stipend to building PBSP Leaders to develop the program, garner feedback from staff and students and monitor the fidelity of the program across grade levels.
4. Describe the district school-based behavior health services.  
The Student Assistance Program (SAP) is implemented in the elementary, middle and high school buildings. In addition, the district works closely with the mental health personnel in Columbia County through CMSU. The district recently hired a mental health counselor to provide therapeutic services to students within the district. The district also contracts with CMSU to provide both a prevention specialist for all K-12 students. The guidance team meets on monthly basis to align services and ensure the fidelity of implementation across buildings. CASSP meetings are held for individual students to assist in providing outreach services in the community or home settings.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after less restrictive measures, including de-escalation techniques have been used by personnel. The use of restraints is only used to address situations in which a student is at risk of injury to either themselves or others. The district currently pays for two staff members to maintain certification to be "Train the Trainers" of Safe Crisis Management through JKM Training. All trained and certified staff participate in recertification programs on a yearly basis. If a restraint does occur, school personnel will notify the parent the day of the incident and reconvene the IEP team within 10 school days unless the parent waives the need for a meeting in writing. The restraint is entered into the Restraint Information System Collection (RISC) on a quarterly basis. The team will reconvene to determine if changes need to be made to a Positive Behavior Support Plan or an IEP. All changes are communicated with the parent if they do not attend the meeting. A functional behavior assessment (FBA) may also be updated or revised based upon new data. The IEP team may look to determine appropriate placement based upon current behavioral data. In addition, the school also maintains crisis management teams for students who display more significant behaviors such as elopement from school. This involves maintaining a specific plan in responding to behaviors in order to ensure not only a timely response but a coordination of services among all those involved.

## 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 Columbia Area School District (CCSD) offers a wide range of support and services for students with disabilities. The district offers speech and language, learning support, emotional support, autistic support, life skills support in each of the buildings. In addition, the district contracts for physical, occupational, hearing and vision services to outside agencies. The Office of Vocational Rehabilitation (OVR) assists students and families in transitioning to post-secondary settings. The district also works closely with outside partial hospitalization programs to provide intense services around the calendar year to those students with intensive behavioral or mental health needs. If a student would be at risk or waiting for more than 30 days for an appropriate educational placement, the student would be referred so the Department regional interagency coordinator can determine whether this student requires intensive interagency coordination. The district frequently uses the Children and Adolescent Service System Program (CASSP) to coordinate and facilitate mental health services for children and adolescents. This involves having the CASSP coordinator, mental health provider at SCA, guidance counselor, Parent to Parent representative and any other related individual, meet to discuss and coordinate services and recommend supports and services to meet the needs of the child. All processes and programs are aligned with allowing all individuals with disabilities FAPE in the least restrictive environment.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech KR	Multiple	Full-time (1.0)	04/16/2023 09:00 PM

<b>Building Name</b>		
Central Columbia 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 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped by age/need.		0.31

<b>Building Name</b>		
Central Columbia 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)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped by age/need.		0.38

<b>Building Name</b>
Central Columbia SHS

<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	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades9-12		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES HS NT	Secondary	Full-time (1.0)	04/16/2023 09:03 PM

<b>Building Name</b>		
Central Columbia SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional 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	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>

Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.	0.5
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<b>Building Name</b>		
Central Columbia SHS		
<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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.06

<b>Building Name</b>		
Central Columbia SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional 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	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS HS CM	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia SHS		
<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	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.4

<b>Building Name</b>		
Central Columbia SHS		
<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	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS HS NK	Secondary	Full-time (1.0)	04/16/2023 09:08 PM

<b>Building Name</b>		
Central Columbia SHS		
<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	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.2

<b>Building Name</b>		
Central Columbia SHS		
<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	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS MS KD	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.33

<b>Building Name</b>
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Central Columbia MS		
<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>
Full-Time (80% or More)		2
<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>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.17

<b>Building Name</b>		
Central Columbia MS		
<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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.1

<b>Building Name</b>		
Central Columbia 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the high school building with students in grades 9-12.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AU MS JG	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
<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	Secondary	10 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.75

<b>Building Name</b>		
Central Columbia 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)		2
<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>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES MS KD	Secondary	Full-time (1.0)	04/16/2023 09:07 PM

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<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>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.58

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional 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	Secondary	10 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the middle school building with students in grades 5-8.		0.3

<b>Building Name</b>		
Central Columbia 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)		5
<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>

Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the Middle school building with students in grades5-8	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS MS SW	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Central Columbia 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 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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 15
<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>
LS MS NJ	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia 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)		20
<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>
		0.4

<b>Building Name</b>		
Central Columbia 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>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS MS MM	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>
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Central Columbia 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Central Columbia 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	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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	11 to 13
<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>
MS LS. JL	Secondary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Central Columbia 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	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

	0.2
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<b>Building Name</b>		
Central Columbia MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem ES	Elementary	Full-time (1.0)	04/16/2023 09:10 PM

<b>Building Name</b>		
Central Columbia El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the elementary school building with students in grades K-4	0.58
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<b>Building Name</b>		
Central Columbia El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional 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 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the elementary school building with students in grades K-4		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem AU	Elementary	Full-time (1.0)	04/16/2023 09:09 PM

<b>Building Name</b>		
Central Columbia 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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the elementary school building with students in grades K-4		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LSS	Elementary	Full-time (1.0)	04/16/2023 09:10 PM

<b>Building Name</b>		
Central Columbia 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>
Full-Time (80% or More)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the elementary school building with students in grades K-4		0.83

<b>Building Name</b>		
Central Columbia 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in the elementary school building with students in grades K-4		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem BG	Elementary	Full-time (1.0)	04/16/2023 09:08 PM

<b>Building Name</b>		
Central Columbia 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)		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>
		0.2

<b>Building Name</b>
Central Columbia 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%)		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>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELem (LH)	Elementary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Central Columbia 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Central Columbia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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	8 to 11
<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>
Elem (JM)	Elementary	Full-time (1.0)	04/16/2023 09:01 PM

<b>Building Name</b>		
Central Columbia 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>		
Central Columbia 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)		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>
		0.2

<b>Building Name</b>		
Central Columbia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
<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>
		0.3



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		AU. KM
<b>School Building</b>		<b>Building Description</b>
Elementary		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 26 feet, 0 inches	884sqft	31
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		JL 2512
<b>School Building</b>		<b>Building Description</b>
Middle		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, 0 inches x 27 feet, 5 inches	685sqft	24
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		NJ
<b>School Building</b>		<b>Building Description</b>
Middle		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 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		MM
<b>School Building</b>		<b>Building Description</b>
Middle		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>
24 feet, 8 inches x 27 feet, 0 inches	666sqft	23
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		SW
<b>School Building</b>		<b>Building Description</b>
Middle		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, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		JG
<b>School Building</b>		<b>Building Description</b>
Middle		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>
48 feet, 8 inches x 22 feet, 0 inches	1070sqft	38
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>	<b>Room #</b>
Central Columbia MS	KD ES

<b>School Building</b>		<b>Building Description</b>
Middle		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, 7 inches x 24 feet, 11 inches	737sqft	26
<b>Implementation Date</b>		
2023-03-27		
<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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia MS		KD LSS
<b>School Building</b>		<b>Building Description</b>
Middle		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 36 feet, 0 inches	1008sqft	36
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

8Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		LS JM
<b>School Building</b>		<b>Building Description</b>
Elementary		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>
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		LS BG
<b>School Building</b>		<b>Building Description</b>
Elementary		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>
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

10 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		LS LH
<b>School Building</b>		<b>Building Description</b>
Elementary		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>
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		LSS AH
<b>School Building</b>		<b>Building Description</b>
Elementary		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, 0 inches x 30 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Central Columbia El Sch		ES CY
<b>School Building</b>		<b>Building Description</b>
Elementary		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 24 feet, 0 inches	840sqft	30

<b>Implementation Date</b>
2023-03-27
<b>Uploaded Files</b>

13 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia SHS		LS NK
<b>School Building</b>		<b>Building Description</b>
Senior High		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, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	
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<b>Building Name</b>		<b>Room #</b>
Central Columbia SHS		LS CM
<b>School Building</b>		<b>Building Description</b>
Senior High		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, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia SHS		ES
<b>School Building</b>		<b>Building Description</b>
Senior High		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, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2023-03-27		

<b>Uploaded Files</b>

16 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	

<b>Building Name</b>		<b>Room #</b>
Central Columbia SHS		LSS BS
<b>School Building</b>		<b>Building Description</b>
Senior High		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, 8 inches x 25 feet, 8 inches	864sqft	30
<b>Implementation Date</b>		
2023-03-27		
<b>Uploaded Files</b>		

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	



## Special Education Support Services

### 18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Transition Coordinator	1	Secondary	District
Paraprofessionals	29	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	1.5	Elementary	District
Other	1	District Wide	District
Guidance Counselor	4	Secondary	District
Other	.5	Elementary	District
Other	1	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training			
Intensive skills training and evidence-based Practices ABA and Effective Instruction-			
Lead Person/Position		Year of Training	
PATTAN		2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
ABA Supports for General Education Classroom- implementing ABA strategies to increase measurable outcomes for students included in the general education classroom			
Lead Person/Position		Year of Training	
CSIU TAC/District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training
Safe Crisis- Initial and Recertification

Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
16 for initial, 8 for recertification	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

Description of Training			
An overview of Autism, Developmental Disabilities. ABA Supports, strategies and interventions that are effective with students with autism and developmental disabilities in school and at home.			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
School-Wide Positive Behavior Interventions and Supports (SWPBIS).			
Lead Person/Position		Year of Training	
District Staff/CSIU TaC		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	9	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
CPR/First Aide			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	8	District	Paraprofessionals

<b>Description of Training</b>			
ABA Supports for Life Skills and Autistic Support Paras			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Staff		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Mandated Reporting			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Transition

<b>Description of Training</b>
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Indicator 13. Continuing over the next three years, personnel development for secondary special education staff will continue to include the federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older and will focus on measurable, annual IEP goals, and transition services that will lead to post-secondary goals consistent with previous Indicator 13 training. There will be an emphasis on staff developing an ability to write annual goals that are aligned to Pennsylvania Academic Standards for reading, math, writing, and other academic skills that are specific and measurable including those related to progress monitoring and writing quarterly progress reports. Personnel development will engage special education teachers in writing measurable annual goals based on clearly identified present levels of academic achievement and functional performance.

<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Staff		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	10	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Project Renew- Resilience, Empowerment, and Natural Supports for Education and Work (RENEW). Goal is to develop a program to assist students with emotional/behavioral disorders in increasing their post-secondary skills.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN/ University of New Hampshire		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
ongoing	ongoing	District PaTTAN Other	Building Administrators Parents Paraprofessionals Special Education Teachers

			Other
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Description of Training			
Annual PA Community of Practice Transition Conference			
Lead Person/Position		Year of Training	
PDE		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers

### Science of Literacy

Description of Training			
LETRS training- Ongoing training in alignment with the Science of REading initiatives in the elementary			
Lead Person/Position		Year of Training	
District Staff/Outside Providers		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals

		Other	Special Education Teachers
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Description of Training			
Read 180 and SPIRE			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PaTTAN PA Science of Reading: Knowledge Course			
Lead Person/Position		Year of Training	
PATTAN		2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	PaTTAN	Paraprofessionals Special Education Teachers

### Parent Training

Description of Training
Disability Awareness

Lead Person/Position		Year of Training	
Hand in Hand Family Resource Center		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
IEP 101- Procedural Safeguards, IEP, Manifestation			
Lead Person/Position		Year of Training	
Hand in Hand/District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Parents

Description of Training			
Transition Council			
Lead Person/Position		Year of Training	
District Staff/OVR		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Intermediate Unit Other	Parents
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### IEP Development

Description of Training			
IEP Development Progress Monitoring Tool- Skill Tracking in Sapphire			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Special Education Teachers

Description of Training			
IEP Goal Setting- Baseline. - reviewing AimsWeb Norms to set goal, finding instructional levels and tying to goals.			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Special Education Teachers

Description of Training			
Trauma Informed/IEP's goals			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District Other	Special Education Teachers Other

Description of Training			
Writing FBA's/ PBSP			
Lead Person/Position		Year of Training	
District Staff		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN Other	Special Education Teachers

## Leadership

<b>Description of Training</b>			
LEA Representative Leadership Training- Meeting Facilitation and Legal Compliance- Training for administration and staff on serving as LEA reps at IEP meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Staff		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Building Administrators Other

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

