

Conestoga Valley SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

2110 Horseshoe Rd  
Lancaster, PA 17601  
(717)397-2421  
Superintendent: David Zuilkoski  
Director of Special Education: Sarah Schaefer

## Planning Committee

Name	Role
<b>Sarah Schaefer</b>	Administrator: Special Education
<b>Sally Bredeman</b>	Building Principal: Special Education
<b>Rachel Metzinger</b>	Building Principal: Special Education
<b>Will Danz</b>	Ed Specialist - Other: Special Education
<b>Tera Koehler</b>	Elementary School Teacher - Special Education: Special Education
<b>Jason Harris</b>	High School Teacher - Special Education: Special Education
<b>Hallie Schmitz</b>	Parent: Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 678

### *Identification Method*

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

Conestoga Valley School District complies with 14.125 of the PA Special Education Regulations for criteria for the determination of a specific learning Disability (SLD) that is derived from federal IDEA regulations (300.309). Conestoga Valley School District uses an approach that is reflected in a combination of Response to Intervention and Instruction (RtII) Processes and the discrepancy model. A multidisciplinary team with a school psychologist completes a comprehensive evaluation of the student to determine if the student meets a set of inclusionary criteria and can rule out a set of exclusionary criteria. Ultimately, the team is charged in determining if the student does not achieve adequately at a prescribed commensurate level in 1 of 8 areas (oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, math calculation, math problem solving) that is not due to lack of instruction, other disability, or environmental issues. A classroom observation is completed in addition to the gathering of information from parents and teachers. The psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intelligence test and a test of academic achievement. Both measures would be standardized and norm referenced. The information is presented and discussed at a multidisciplinary team meeting. The following questions are considered: 1. Does the child have a specific learning disability? 2. What is the basis for making this determination? 3. Was there any relevant behavior noted during the observation of the child? 4. What was the relationship of the observed behavior to the child's academic functioning? 5. Are there relevant medical findings? Are there any effects of environmental, cultural, or economic disadvantage? In general, a discrepancy model is used at the secondary level along with multiple forms of input to make a determination of eligibility for specific learning disability. Currently all elementary buildings are implementing RtII. Our framework for RtII is outlined below:

#### **Framework to determine if a referral to special education is appropriate**

#### **How do I know if a referral to special education is appropriate?**

Answer 5 Questions

1. Has the student received research-based core curriculum (Tier1)

NO: Referral may not be appropriate. Provide research-based core curriculum and monitor progress

2. Is the student receiving a Tier 3 intervention at moderate or extensive levels for 30 min. per day at least 4 times a week

NO: Referral may not be appropriate. Provide Tier 3 intervention and monitor progress on a weekly basis.

3. Is the Tier 3 Intervention implemented with fidelity?

NO: Referral may not be appropriate. Implement interventions with fidelity and reassess student progress.

4. Has the student participated in at least two Tier 3 interventions at moderate or extensive levels for at least 6 weeks each (12 weeks total)?

NO: Referral may not be appropriate. Provide a different Tier 3 intervention or continue current Tier 3 intervention for at least 6 weeks.

5. Has the student failed to make adequate progress in Tier 3 interventions (4 of the 6 data points below aim line)?

NO: Referral may not be appropriate. Continue current interventions and reassess after 2 data points.

## ***Enrollment***

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

A review of the Special Education State Report indicates that there is a disproportionality between the State and the LEA in the area of Autism identification during the school year 2018-19. Conestoga Valley has 18.4% of special education students identified as Autistic versus the State average of 11.3%. Conestoga Valley continues to have an increasing number of students identified during early Intervention as Autistic. The combination of the increasing EI autistic numbers with private evaluations and school-based evaluations is driving the increase of autism identification. Continued discussion focusing on medical versus education identification of autism is warranted at Conestoga Valley. Lastly, it is important to note that the higher identification rate of autism in CV may in fact be based on better identification methods than other LEAs around the State. Two independent studies published in Pediatrics and JAMA Pediatrics estimate that 1 in 40 children has autism spectrum disorder. Both studies drew data from the 2016 National Survey of Children's Health. The studies looked at more than 43,000 children between the ages of 3 to 17. Both studies calculated weighted

prevalence estimates at 2.5% in the general population. The autism prevalence rate at Conestoga Valley in the general population is 2.8% which would not be considered disproportionate given current research results.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Conestoga Valley does not host any 1306 facilities.

When the district is notified of a student placed in a 1306 facility, we share our contact information and participate by phone or in person in all IEP meetings. Oversight is provided by attending all IEP meetings and ensuring FAPE. All students are placed and monitored through the LEA. The LEA expects that positive behavioral supports are also utilized to support students in regular education classrooms with social and emotional needs. The LEA expects that the host district provides a variety of education options that are based on the need of the student.

In general, no problems or barriers exist that limit this LEA's ability to meet Section 1306 obligations. It is however important to note that on very limited and unusual occasion, residential psychiatric units do not accept patients due to behavior exhibited, age, and any number of other factors the residential facility deems important. In those limited occasions, help and assistance is requested from PDE and the student is reported as a "hard to place" student.

### *Incarcerated Students Oversight*

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).

Upon notice from a correctional facility, Conestoga Valley School District provides records, information, and participates in the IEP meetings as requested for special education students or former special education students that may have dropped out before graduation. CVSD contracts with the LEA in order for incarcerated individuals under the age of 21 years to receive educational services in the correctional facilities. Meetings are held regularly for evaluations or IEPs as necessary. Diplomas are issued to those who meet graduation requirements while incarcerated.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Conestoga Valley School District strives to ensure that all students with disabilities are educated with non-disabled children and the removal from the regular education environment with aides and services will only occur when educational progress cannot be achieved satisfactorily. This is evidenced by our improvement in the Indicator 5 (Educational Environments) data. We continue to meet the State Performance Plan target for students educated in other settings as evidenced by our data that indicates that we currently have 2.5% of the student population in other settings which is below the State Average of 4.9%. The commitment to maintaining the Least Restrictive Environment (LRE) is important to the District and only after all supports, resources, consultants have been exhausted does the District consider placing students in other settings. Conestoga Valley School District has very robust and successful co-teaching and inclusion support for our students. This allows for a variety of access levels to regular education options. The District requires that an LEA participate in all IEP meetings as required by law. Further, the IEP team must carefully consider all options to meet student needs in the least restrictive environment (LRE). After careful consideration of the following questions numbered below, educational placement is explained within Section VII of the IEP and a NOREP is prepared.

Questions the IEP Team is required to review and discuss:

1. What supplementary aides and services were considered? What supplementary aides and services were rejected? Discuss how those aides and services will or will not enable the student to make progress on IEP goals and objectives.
2. What benefits are provided in the general education class with supplemental aides and services versus benefits provided in the special education class?
3. What potential benefit effects or harmful effects might be expected on the student with a disability or the students in class even with support of aides and services?
4. To what extent will the student participate with peers in extracurricular or other nonacademic activity?

Conestoga Valley School District provides a full-continuum of services targeting life skill needs from age 5-21 within our district program offerings. The continuum includes programming through a K-6 program, 7-8 program, 9-12 program and Work-Based Learning that offer transition opportunities for our students with disabilities that will be soon graduating. The advent of this continuum of services has expanded our placement options and LRE decision-making. Conestoga Valley has a transition coordinator. The District employs two School Social Workers to assist in the social service decisions that are typical to a life skills population and transition.

Conestoga Valley School District is developing a model to serve students with autism in classrooms that focus on social language, executive functioning, emotional regulation and processing. The advent of the program has allowed the District to return some students being educated in IU programming back to district operated classrooms sooner than had been in the past. The program also makes use of an Itinerant Autistic Support teachers and a BCBA.

All building administrators, special education teachers, and special education aides are Crisis Prevention Institute (CPI) certified. Aides are also first aid and CPR certified. The District also utilizes IU13, PaTTAN and other agencies to provide training in specific methodologies or programs and information and strategies to support student needs. The District will continue to monitor the needs for services in order to plan for students changing needs.

Conestoga Valley School District provides various special education services within each of our buildings to support a student in their neighborhood school. The co-teaching model has been implemented at all buildings. Training for all staff has been provided by an IU13 consultant and the district has offered summer co-planning time for all co-teaching team members. Conestoga Valley School District encourages staff to attend co-teaching webinars and training. The middle school special education teachers use a team meeting time to plan and collaborate with general education teachers. For those students who are in the high school's least restrictive environment, each core content area has been assigned a learning support teacher who is available to all teachers in that department to support the students' needs. Special Education teachers are immersed in these departments and attend all meetings. The learning support teachers provide strategies and supports on the spot to the students during instruction. In select technology classrooms, The co-teaching model is employed. In this model, the learning support teachers are pushed into the classroom to teach collaboratively with the content specific teacher and provide extra support to all students of need. High school students in need extra help may take advantage of the support room, which is available to before, during and after school. The support room is operated by learning support teachers and paraprofessionals. The support room gives the students another avenue to obtain strategies and assistance to complete their assignments. This model allows CV to provide students with disabilities the most support in the least restrictive environment. All elementary buildings within the school district have at least two learning support teachers on staff who provide pull-out and push-in/co-teaching services. Our middle and high school has itinerant Learning Support teachers who provide pull-out and pull-out/co-teaching programming. At the elementary level, for students demonstrating a need for the small group learning environments, we operate two supplemental Learning Support classes. At the elementary and secondary school levels, we operate

our own supplemental and full-time Emotional Support classes. For students in need of more functional academics, we offer full-time Life Skills Support classes (three at the elementary level, one at the middle school level, and two at the high school level). Conestoga Valley School District has speech and language therapists servicing each building. We contract with Austill's Rehabilitation and IU13 for Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists. We contract with IU13, Eastern Lancaster County School District, New Story, and CCIU for additional services as needed for specific students.

Each elementary school has a data team which works with teachers, students, psychologists, personnel from outside agencies, and parents to maintain each child's education within the regular classroom setting. Furthermore, all four elementary buildings operate under the Response to Instruction and Intervention (RtII) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports. The secondary level works within a building Coordinating Council which provides a pre-referral teaming structure to provide interventions.

As a district, we are dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education classroom with Supplementary Aids and Services. However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, our district will look at the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, and assemblies) with their age-level non-disabled peers. All Conestoga Valley School District facilities are handicapped accessible. When students require accommodations to their transportation, the IEP team considers it as a related service and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through social media, website, daily announcements, posters, flyers, and displays. If special accommodations are necessary, the school personnel work to meet the student's needs.

### **Supplementary Aids and Services**

<b>Service/Resource</b>	<b>Description</b>
Assistive Technology	A variety of communication devices, writing supports, and computer programs are used to supplement learning in order to meet the diverse



	needs of our students in the regular education environment.
Behavioral Supports	Individualized behavior plans and classroom management systems are provided in order to support students with social and emotional needs.
Collaboration Time	Time has been set aside in each teacher's day, both regular and special education teachers, in order to foster a collaborative and supportive environment. This provides a time for teachers to share and support each other in working with students with disabilities.
Hearing Supports	Amplification systems, sign language interpreters, and other hearing supports can be provided within the regular education setting to meet individual student need.
Autistic Facilitator	District personnel provide strategies and instruction to support both staff and students. Strategies are research based interventions to best support students with Autism Spectrum Disorders.
Itinerant Autistic Support	Strategies and direct instruction to support the needs of students in the autism spectrum along with consultation to the teachers and staff that support students.
Itinerant Speech and Language Support	Speech and Language Therapists continue to provide supports for students with language and articulation needs. Consultations with the regular classroom teacher also provides support in the regular education environment. The model being utilized by therapists within the district, provides a periods each cycle, where therapists can observe and support students in a variety of regular education environments.
Occupational Therapy	Occupational therapists support both students and staff with strategies and instruction to meet needs in the areas of fine motor assistance and sensory impairments. Consultation with the regular education teachers assist with implementing learned strategies in the regular education environment.
Paraprofessional and Personal Care Assistants	Paraprofessionals and personal care assistants support both teachers and students in facilitating supports in order to maintain success in the regular education environment.
Physical Adaptations	Adaptive furniture and equipment can be provided to support physical needs. Also, classroom environments are adapted to support the needs for reduced stimuli, sensory input, and wheelchair accessibility.
Physical Therapy	Physical therapists support both students and staff with strategies and instruction to assist students with gross motor impairments in the regular education environment.
Vision Supports	Orientation and mobility training, assistive devices, slant boards, and adaptive furniture can be provided to meet individual student need within the special education classroom.
Itinerant Learning	Strategies in reading, writing, mathematics, organization, and positive

Support	behavioral supports can be provided through an itinerant learning support model in all buildings of the district. Modifications can also be made within the regular education environment.
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Conestoga Valley has 70% of special education students in the general education setting for 80% or more during the school day. The district is committed to decreasing the number of students that are educated outside the district or in other educational settings. Conestoga Valley has a long history of contracting with IU13, CCIU and ELANCO to provide autism support services to our resident students. Conestoga Valley will be developing an action plan for consideration that entails developing programming within the district that will have a comprehensive support system for our students on the spectrum.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

#### The School Board Policy 249 (Behavior Support)

The following is a summary of the policy:

A positive behavior support plan shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, interferes with their own learning or the learning of others. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Effective techniques to modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), teach socially appropriate alternative skills, and reduce problem behavior will be employed. Positive particular behaviors shall be attempted prior to the use of more intrusive measures. Progress on the identified behaviors will be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least-to-most intrusive hierarchy of strategies will be utilized. The behavior support plan for a child with an IEP must be designated/implemented in accordance with Pennsylvania Department of Education Guidelines for Effective Behavior Support. Specifically, a multi-component approach to modify contextual influences, teach alternative skills, and to reduce problem behavior is to be documented in the behavior support plan. Evaluation procedures must also be included in the plan. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior

support program. Any use of physical restraint, when implemented as a protective procedure, must be documented as a part of a child's crisis management plan in the child's behavior support plan within his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP team shall review the current IEP for appropriateness and effectiveness. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Teachers and staff utilizing physical restraint as a prospective procedure will be trained in crisis intervention strategies. District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure. The use of reduction-oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program. The policy clearly delineates aversive techniques which are not to be utilized, including corporal punishment, seclusion, serial suspensions, and treatment of a demeaning nature. Behavior interventions are to be based on a functional behavioral assessment and focus on increasing appropriate behavior and decreasing inappropriate behavior.

Conestoga Valley is committed to developing knowledge in trauma, mental health, SAP, Care Teams, and restorative practices in discipline. The district is implementing trauma informed practice training with the first cohort of staff during Spring 2020. The first of the trainings in mental health first aid occurred this winter 2020. Care team training is ongoing and part of department meetings with pupil service staff and administrators as needed. The high school is developing a focus and practice in restorative discipline for the upcoming school years. All district buildings utilize bullying prevention programs. School-wide positive behavioral supports are also utilized to support students. These are considered supports that promote appropriate student behavior and increased learning for all students. Conestoga Valley partners with Ponessa Associates for school-based behavioral health services. School locations are licensed by the Pennsylvania Department of Public Welfare as mental health clinics. All schools are licensed. Therapists employed by T. W. Ponessa & Associates Counseling Services, Inc., hold master's degrees in behavioral-health related fields (psychology, social work, counseling). Clinicians use strengths-based interventions to empower children and adolescents to face the challenges that they experience in their daily living.

The district has consulted with IU13 to provide the Crisis Prevention Institute's Non-Violent Crisis Prevention training, which includes de-escalation techniques and responses to behavior. IU13 has provided training in Conflict Resolution techniques and classroom management strategies on district professional development days. School teams have participated in trainings outlining the three tiers of behavioral intervention. These teams were trained by IU13 behavioral specialists that allowed the teams time to review specific cases and apply newly learned concepts/strategies.

All schools have implemented a school-wide positive behavior support opportunities. As an example, middle school students are awarded BUCKS cards, which can be redeemed for prizes of school-wide activities. The goal is to provide a positive and open environment for students to be rewarded for positive behaviors and work on any behaviors which create a need for adult attention. Conestoga

Valley Middle and High Schools participate in the Student Assistance Program (SAP). This program identifies students who are exhibiting “at risk” behaviors. These behaviors can include, but are not limited to, truancy, drug use, alcohol use, and abuse. The team can submit a referral for any student whom they think will benefit from SAP services. After a student is identified and all paperwork and procedures are approved by the parent, the student will be assigned a case manager and receive supports from the SAP counselor, who is in the building two days a week.

Specialized groups for all students are offered by the school counselor and school psychologist once a week. There are multiple groups offered, including social skills, anger management, divorce, study skills, and grief. Teachers are asked to identify students who may have any of these needs, and the small groups are created to accommodate schedules and student needs. ART training is a new initiative at the High School. Targeted staff in special services are being trained in this program through an outside source.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

There are a very limited number of students that we are unable to find appropriate educational programs to meet their needs and to ensure FAPE due to factors outside of District control. These factors are related to the oversight by the PA Department of Human Services- Office of Mental Health and Substance Abuse Services (OHMSAS) and PerformCare. PerformCare is a managed behavioral healthcare organization. In those instances, these are students with significant behavioral and emotional challenges that are denied mental health treatment in residential facilities due to insurance and programmatic decisions made by those two agencies. When we struggle in scenarios described above, the Conestoga Valley LEA contacts our Pennsylvania Department of Educational Intensive Interagency contact. In other cases in which a district may have challenges locating an appropriate placement, the Child and Adolescent Service System Program (CASSP) has been a supportive resource. CASSP was developed as a collaborative partnership to provide ideas about comprehensive mental health care for children and their families. The Conestoga Valley LEA will participate in inter-agency meetings in person with all stakeholders. The District has two social workers to help children, families and the District work with systems to find support. The social workers are vital to developing support and access for services for some of our neediest students.

Education Interagency Collaboration

IU13: Emotional Support, Autism Support, Multiple Disabilities Support, Center-Based Programs (Emotional, Autism, Dually-Diagnosed), Vision, Hearing, Orientation and Mobility, Job Training, Speech/Occupational/Speech Therapy

Austills: Occupational/Physical Therapy

Yellow Breeches Educational Center

Vista School

New Story

PDE, CCIU

Potential expansion of continuum of services planned during the life of this plan:

Conestoga Valley School District is considering developing a comprehensive model of support for students with autism from k-21 across our elementary, middle and high school levels. The District has contracted with IU13, CCIU and ELANCO School District in hosting students with moderate to significant autism support needs.

## Assurances

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### Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.

- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
<b>IU13 Community School Southeast</b>	Special Education Centers	ES	6
<b>IU13 Valley Road</b>	Special Education Centers	ES	7
<b>New Holland Elementary</b>	Neighboring School Districts	AS	12
<b>IU13 School to Work</b>	Special Education Centers	LSS	4
<b>Garden Spot High School</b>	Neighboring School Districts	AS	2
<b>Garden Spot Middle School</b>	Neighboring School Districts	AS	2
<b>IU13 Community School West</b>	Special Education Centers	ES	4
<b>IU13 Fairland</b>	Special Education Centers	ES	4
<b>CCIU</b>	Special Education Centers	ES	4
<b>New Story</b>	Special Education Centers	ES	4
<b>IU13 Valley Road</b>	Special Education Centers	AS	1
<b>CCIU</b>	Special Education Centers	LSS	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2020

*Reason for the proposed change:* It was written incorrectly in the last plan

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	50	1
<b>Justification: The students are seen with age appropriate peers in small group settings.</b>				
<b>Locations:</b>				
Brownstown	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* August 22, 2017

*Reason for the proposed change:* Classroom needed to be moved to accommodate increase of students in the general education at Brownstown.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	20	1
<b>Locations:</b>				
Fritz	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* Change to caseload numbers and type of support categories

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
<b>Justification: The students are with age appropriate peers.</b>				
<b>Locations:</b>				
Brownstown	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Change to caseload numbers**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	6 to 12	65	1
<b>Justification: The students are seen with age appropriate peers in small group or classroom settings.</b>				
<b>Locations:</b>				
<b>Fritz</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* The information was written incorrectly at last plan submission**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	10 to 12	50	1
<b>Locations:</b>				
<b>Fritz</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* The information was written incorrectly at last plan submission**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	6 to 9	50	1
<b>Locations:</b>				
<b>Fritz</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District



**PROGRAM DETAILS***Type: Position**Implementation Date: August 25, 2015**Reason for the proposed change: Change to caseload numbers***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 12	65	1
<b>Justification: The students are seen with age appropriate peers in small group or classroom settings.</b>				
<b>Locations:</b>				
<b>Leola</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: The information was written incorrectly when last plan was submitted.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	7 to 10	50	1
<b>Locations:</b>				
<b>Leola</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: The information was written incorrectly at last plan submission.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	10 to 12	50	1
<b>Locations:</b>				
<b>Leola</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 25, 2015*

*Reason for the proposed change:* Change to caseload numbers

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 12	65	1
<b>Justification: The students are seen with age appropriate peers in small group or classroom settings.</b>				
<b>Locations:</b>				
<b>Smoketown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2020

*Reason for the proposed change:* The information was written incorrectly at last plan submission

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 12	50	1
<b>Justification: The students are with age appropriate peers during instruction.</b>				
<b>Locations:</b>				
<b>Smoketown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* Change to caseload numbers and type of support category

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 12	50	1
<b>Justification: The student are instructed with age appropriated peers.</b>				
<b>Locations:</b>				
<b>Smoketown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* Hired district speech and language teacher

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	33	0.5
Locations:				
Conestoga Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 25, 2015**Reason for the proposed change: Change to caseload numbers***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	15	1
Locations:				
Conestoga Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: The information was incorrectly written at the last plan submission.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	50	1
Locations:				
Conestoga Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: The information was written incorrectly at the last plan submission.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	50	1
Locations:				
Conestoga Valley	A Middle School	A building in which General Education		

<b>Middle School</b>	Building	programs are operated		
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**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* The information was written incorrectly at the last plan submission.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 14	50	1
<b>Locations:</b>				
<b>Conestoga Valley Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* The information was written incorrectly at the last plan submission**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 14	50	1
<b>Locations:</b>				
<b>Conestoga Valley Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* Information was written incorrectly at last plan submission.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	12 to 14	20	1
<b>Locations:</b>				
<b>Conestoga Valley Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 21, 2018

Reason for the proposed change: Due to increase of general education population at Brownstown the classroom was moved to Leola.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	10 to 12	12	1
<b>Locations:</b>				
<b>Leola</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: July 1, 2020

Reason for the proposed change: Information was written incorrectly at last plan submission

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	17 to 21	15	1
<b>Justification: The students may stay until they are 21 years of age.</b>				
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: July 1, 2020

Reason for the proposed change: Information was written incorrectly at last plan submission.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	50	1
<b>Locations:</b>				
<b>Conestoga Valley High School-SG</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: July 1, 2020

*Reason for the proposed change:* Information was written incorrectly at last plan submission.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	14 to 18	20	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* Change to caseload numbers and type of support category

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	50	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2020

*Reason for the proposed change:* Information was written incorrectly at last plan submission.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	50	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2020

*Reason for the proposed change:* The information was written incorrectly at last plan submission.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80%)</b>	Life Skills Support	14 to 17	15	1

<b>but More Than 20%)</b>				
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* The information was written incorrectly at last plan submission.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	50	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2015*Reason for the proposed change:* Change to caseload numbers and type of support category**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	50	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2017*Reason for the proposed change:* District hired Autistic Support Teachers*Explain any unchecked boxes for facilities questions:* This position does not have a classroom setting as it is a contracted service and support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	6 to 12	3	0.25
<b>Justification: Students will not be in therapeutic groupings out of age range.</b>				
<b>Locations:</b>				
<b>Brownstown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 22, 2017**Reason for the proposed change: District hired Autistic Support Teachers**Explain any unchecked boxes for facilities questions: This is a contracted position and does not have a classroom setting.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	6 to 12	3	0.25
<b>Justification: Students will not be in therapeutic groups out of age range</b>				
<b>Locations:</b>				
<b>Fritz</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 21, 2018**Reason for the proposed change: CVSD hired an Autistic Support Teacher***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	12 to 14	6	0.5
<b>Locations:</b>				
<b>Conestoga Valley Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #38***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 22, 2017**Reason for the proposed change: CVSD hired an Autistic Support Teacher**Explain any unchecked boxes for facilities questions: This is a contracted position and does not have a classroom setting.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	14 to 18	6	0.5
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #39***Operator: School District*



**PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: Information was written incorrectly at last plan submission.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	10 to 12	50	1
<b>Locations:</b>				
<b>Brownstown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: Information was not correct when submitted in the last plan.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	14 to 18	20	1
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2020**Reason for the proposed change: Information was written incorrectly at last plan submission***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	5 to 7	20	1
<b>Locations:</b>				
<b>Smoketown Primary ES</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #42***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 22, 2017*

*Reason for the proposed change:* Moved to Smoketown to accommodate another LSS classroom at Fritz for 3rd and 4th graders

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	5 to 8	20	1
<b>Locations:</b>				
<b>Smoketown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #43**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 23, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	9 to 12	20	1
<b>Locations:</b>				
<b>Fritz Intermediate LSS</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 21, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	8 to 10	12	1
<b>Locations:</b>				
<b>Leola</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 22, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	6 to 10	20	1
<b>Locations:</b>				
<b>Fritz</b>	An Elementary	A building in which General		

	School Building	Education programs are operated		
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**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 12	3	0.25
<b>Justification: No therapeutic groupings will be out of age range guides</b>				
<b>Locations:</b>				
Leola	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 12	3	0.25
<b>Justification: No therapeutic groupings of students will be out of age range expectations.</b>				
<b>Locations:</b>				
Smoketown Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
<b>Locations:</b>				
Leola	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	9 to 12	20	1
<b>Locations:</b>				
<b>Brownstown</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	12 to 14	20	1
<b>Locations:</b>				
<b>Conestoga Valley Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 21	50	1
<b>Justification: It is a transition program that will not have age groupings outside of the age range expectations.</b>				
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	14 to 21	32	0.5
<b>Justification: Therapeutic groups will be within age range expectations.</b>				
<b>Locations:</b>				
<b>Conestoga Valley High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #53***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	32	0.5
<b>Justification: Therapeutic groups will be within age range expectations.</b>				
<b>Locations:</b>				
Conestoga Valley High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #54***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	12	1
<b>Locations:</b>				
Conestoga Valley High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #55***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2005**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 21	8	1
<b>Justification: IU operation decision</b>				
<b>Locations:</b>				
Conestoga Valley High School	A Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Asst to the Superintendent	District Office	1

<b>for Pupil Services</b>		
<b>Special Education Consultant</b>	Secondary	1
<b>Psychologist</b>	Brownstown	1
<b>Psychologist</b>	Fritz	1
<b>Psychologist</b>	Smoketown	1
<b>Psychologist</b>	Conestoga Valley Middle School	1
<b>Psychologist</b>	Conestoga Valley High School	1
<b>Social Worker</b>	Secondary	1
<b>Psychologist</b>	Leola	1
<b>Social worker</b>	Elementary	1
<b>Speech Language Therapist</b>	Brownstown	1
<b>Speech Language Therapist</b>	Leola	1
<b>Speech Language Therapist</b>	Fritz	1
<b>Speech Language Therapist</b>	Smoketown	1
<b>Speech Language Therapist</b>	Smoketown	1
<b>Speech Language Therapist</b>	Secondary	1
<b>BCBA</b>	District	1
<b>Transition Coordinator</b>	Secondary	1
<b>Special Education Consultant</b>	Elementary	1
<b>Special Education Consultant</b>	District	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Occupational Therapy</b>	Outside Contractor	40 Hours
<b>Physical Therapy</b>	Outside Contractor	15 Hours
<b>SOSL paraprofessionals and PCAs</b>	Outside Contractor	5 Days
<b>Job Training</b>	Intermediate Unit	5 Days
<b>Emotional and Social Skills Counseling</b>	Outside Contractor	6 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. 100% of special education teachers who work with students with autism will receive training via workshop, consultation, or informational packet. 100% of regular education teachers who work with students with autism will receive information via consultation or informational packet regarding successful intervention and instructional strategies. The district will move toward implementing social language programming that can support students in a variety of LREs. The implementation requires knowledge of therapeutic language, skills, and philosophy of practice. Training in the model will be first initiated for speech and language therapists and itinerant autistic support teachers. The model will employ consultation and training to both special and regular education staff. CV will also explore VB programming as it works to expand classroom support options for our learners that require an intensive direct teaching method for language, socialization, and generalization. CV will use guidance and professional development opportunities from local school districts, PaTTAN, and IU13 to explore these options.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	100
<b>Provider</b>	IU 13, Pattan
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.

<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Creating lessons to meet varied student learning styles</p> <p>Pattan and IU13 will have follow-up activities</p>



<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>IU 13 staff and district supervisor will assess the program data</p>
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## Behavior Support

<b>Description</b>	Administrators, psychologists, and teachers will attend workshops and conferences to further develop skills in the area of positive behavioral supports. The district will continue to develop programming around the strategies and concepts learned in these workshops. All special education staff, other identified staff and administrators will be CPI certified. Training will be kept updated with a refresher course every three years. A BCBA position has been created to be hired and staffed for the 20-21 school year.
<b>Person Responsible</b>	Building Principal
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	26
<b>Provider</b>	CVSD
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

## Paraprofessional

<b>Description</b>	<b>100% of K-12 Paraprofessionals will continue to acquire twenty hours of professional development per year</b>
<b>Person Responsible</b>	SOSL
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	30
<b>Provider</b>	CVSD, IU13, PaTTAN
<b>Provider Type</b>	SOSL
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops Live Webinar Department Focused Presentation Offsite Conferences

<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Reading

<b>Description</b>	The district will explore and determine the professional development on ESSA legislation connecting to updates in reading. All staff will be trained on all new guidance. The district will continue to use IU 13, PaTTAN and other resources to develop the professional development for staff in reading.
<b>Person Responsible</b>	Assistant Superintendents for Elementary and Secondary. ELA Supervisor
<b>Start Date</b>	6/30/2020
<b>End Date</b>	7/1/2023
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	25
<b>Provider</b>	District and IU
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Journaling and reflecting
<b>Evaluation Methods</b>	Student PSSA data Classroom student assessment data

## Transition

<b>Description</b>	The Transition Coordinator will collect data on the new curriculum using surveys, observations and teacher input to determine any improvements to be made to the developed curriculum. We have a transition wiki and google docs which house all the current information on Indicator 13 as a reference source for our teachers. The Transition Coordinator will collect data and attend professional development topics through IU 13 and PaTTAN connected to Indicator 13. Any new information will be presented to teachers during professional development days or department meeting times. Transition Coordinator will collect data and attend professional development topics through IU 13 and PaTTAN connected to Indicator 13. Any new information will be presented to teachers during professional development days or department meeting times.
<b>Person Responsible</b>	Supervisor of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.5
<b># of Sessions</b>	1
<b># of Participants Per Session</b>	15
<b>Provider</b>	Transition Coordinator and Supervisor of Special Education
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Department Focused Presentation

<b>Participant Roles</b>	Classified Personnel Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	IEP transition section
<b>Evaluation Methods</b>	IEP transition sections

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.



We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*