

Conestoga Valley School District

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 660
School District Total Student Enrollment 4026
Percent of Students Receiving Special Education 16.4

Steering Committee

Name	Position/Role	Building	Email
Sarah Schaefer	Other	Conestoga Valley SD	sarah_schaefer@conestogavalley.org
Stephanie McClune	Director of Special Education	Conestoga Valley SD	stephanie_mcclune@conestogavalley.org
Dr. Tera Koehler	Special Education Teacher	Conestoga Valley SD	tera_koehler@conestogavalley.org
Thomas Richard	General Education Teacher	Gerald G Huesken MS	thomas_richard@conestogavalley.org
Dr. David Zuilkoski	Superintendent	Conestoga Valley SD	david_zuilkoski@conestogavalley.org
Dr. Diane Martin	Board Member	Conestoga Valley SD	diane_martin@conestogavalley.org
Kristen Bishop	Parent	Fritz El Sch	klmbishop@verizon.net

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)

Improvement and Planning Activity

Secondary Transition is the process of preparing students for adult life after they leave high school. Transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support students' goals. The entire process is based on individual student's needs, taking into account each student's strengths, preferences, and interests. Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation. Pennsylvania educators facilitate students' successful transition by using a six-step process to develop the IEP; guide the way for students, families, educators, and service providers; and prepare students to cross the "bridge" to adult life.

Six Step Process for Addressing Secondary Transition

Step One Use assessment to identify the student's post-secondary desired goals or vision

Step Two Describe The Student's Present Levels of Academic Achievement and Functional Performance,

Step Three Establish Transition Team Partnerships

Step Four Design a Transition Plan That Includes Courses of Study and Services and Activities

Step Five Determine Measurable Annual Goals That Address Skill Deficits and Lead to Post-Secondary Goals

Step Six Monitor Progress and Adjust Instruction Based on Data

Steps one through five represent a process that continues each year until graduation. When the student is ready to graduate or exit high school, the team must provide a *Summary of Academic Achievement and Functional Performance (SAAFP) IDEA 2004 requires that school districts provide a Summary of Academic Achievement and Functional Performance (SAAFP) to students with disabilities who are exiting high school. The SAAFP contains a summary of the student's academic and functional performance, as well as recommendations for assisting the student in meeting post-school goals. The SAAFP should clearly state what students need to do to achieve their post-school goals. It should also help students to identify needed supports to achieve their post-school goals, to articulate individual strengths, and to better understand the impact of their disabilities as they enter adult life.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Data indicates that we did not meet target for participation on statewide assessments for students with IEPs. While Conestoga Valley exceeds PA State participation rates in all areas, we did not meet the 95% target. Conestoga Valley School District will continue to make all statewide assessments available to all students.

Education Environments (Indicator 5)

Improvement and Planning Activity
Data indicates that Conestoga Valley continues to not meet the State target of 4.8% of students to be educated in other settings. Conestoga Valley educates 5.3% of students in other settings. Conestoga Valley continues to improve the continuum of education options in the district. The district will continue to evaluate the needs of students with substantial and significant behavioral challenges and recommend special education in other settings if the need is demonstrated.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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

2. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Conestoga Valley School District does not have a Section 1306 facility within our geographic boundaries. However, if the district were a host district for a 1306 facility, the district would follow all appropriate regulations of PA Code applicable to the education of students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, drug and alcohol treatment centers, and detention homes.

Non-Educational Placement

School-age children are sometimes placed in residential programs for reasons not related to the child's educational needs. This may occur, for example, under the auspices of a county Mental Health/Intellectual Disabilities (MH/ID) program agency, children and youth agency, or through a local court. The PA Public School Code considers these residential programs for the care or training of the children and youth who reside in children's institutions. Children's institutions under 22 PA Code § 11.18 include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. The educational rights of students who are residing in a children's institution whose parents are not residents of the school district in which the institution is located are set out in the PA Public School Code under 24 P.S. § 13-1306, and the students are referred to as § 1306 students. When a non-educational placement is made, such a placement is presumed to determine where the child lives and where the child may receive non-educational services. This residential placement is not presumed to determine where the child will be educated. Rather, the presumption is that the student will receive their education in a regular public school unless the parents/guardians and appropriate public officials determine that such an educational placement is unwise for the child or improper. In the case of children with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided. There are, of course, legitimate reasons that would overcome the presumption of education in a regular school. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons that are part of a court order. Security and safety of the child are also important parts of some placements made by other systems. Also, the treatment needs of some children placed by children and youth or a MH/ID program agency may be incompatible with educating the child at any site other than at the therapeutic treatment site. Host School District Responsibilities Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless:

- 1) a court order requires that the child be educated at the residential facility;
- 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement;
- 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or
- 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g).

Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: Alternative Education for Disruptive Youth Enrollment of Students For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose

of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-Makers

If neither the parent of a child who is eligible or thought-to-be-eligible for special education nor an individual who meets the definition of parent per 34 CFR § 300.30 Parent can be located, the host school district must appoint a surrogate parent per 34 CFR § 300.519 Surrogate parents.

Transferring Students During the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Payments regarding non-resident students must be made in accordance with the BEC entitled Nonresident Students in Institutions. (24 P.S. § 13-1306) Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

3. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

Incarcerated Students Oversight

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

No

2. 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.
21-22

	CV %	State %
SE in the Reg Class 80% or more	63.9	61.8
SE in the Reg Class 40% or less	17.1	9.9
SE in other settings	4.9	4.4

	CV %	State %
20-21		
SE in the Reg Class 80% or more	68.5	62.1
SE in the Reg Class 40% or less	16.8	9.8
SE in other settings	5.3	4.7

	CV %	State %
18-19		
SE in the Reg Class 80% or more	65.9	61.5
SE in the Reg Class 40% or less	16.5	9.6
SE in other settings	6.3	4.8

A review educational environment data has revealed success in a goal that CV set forth in the spring of 2020 which was to educate more of our students within our district instead of in outside settings. Data indicates that CV educated 6.3% of our students in locations in other setting outside of our school district. This data was significantly disproportional to local school districts and indicated a full review of referral process and district programming was needed. Educating more students within our district has modified our % of time spend in regular class. Students that return from other settings require more support and therefor have less time in regular education.

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?

Conestoga Valley developed a three-year comprehensive plan that has a substantial focus on the social-emotional needs of all children. A portion of the vision statement reads "promoting the development of our core character traits". To that end, Conestoga Valley School District has implemented Character Strong since 2021 from k-12. Character education is a district-wide emphasis on those values held to be important by the Conestoga Valley community. In 2021-22, the district adopted Character Strong as its character education curriculum. Character Strong includes not only curriculum but also trainings that foster the Whole Child with vertically-aligned lessons that teach social-emotional learning (SEL) and character, side-by-side. Another tenet of the comprehensive plan that focuses on SEL is development of an Equity Action Plan. The district is currently reviewing options for an equity audit and survey. A third tenet of the comprehensive plan that addresses SEL is the development of a trauma informed plan. This plan is slated to be completed by end of summer 2023. The district has also invested in a pk-5 social-emotional trauma specialist. Conestoga Valley School District with the support of SPEC is implementing School Wide Positive Behavior

Support. We are in stage 2 of installation and expect to reach full implementation by the end of the 2024 school year. Lastly, we are fortunate to have 4 school psychologists, 12 school counselors and 3 home-school visitors to provide counseling, classwide lessons, social support, mindful and restorative practices, family links, community links, referrals and guidance. The district also has 4 trained Nonviolent Crisis Prevention Trainers. During the summer of 2023 the district is offering for all staff a course on verbal de-escalation strategies.

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

Conestoga Valley has made considerable efforts in recent years to increase the continuum of supports for students with IEPs. Offering more levels of programming and support options increases the likelihood of students access the general education curriculum. The continuum development is reviewed the School Board yearly since April 2020 and can be located in the School Board Notes on the Conestoga Valley Website. The District currently is receiving consultation and comprehensive support by Angela Kirby Wier, (LS) Stacey Cherney (ES), PA Autism Initiative (AS) and Dyane Lewis Carrere (ES). The district received TaC support by Stephanie Baker for Supporting IEPs within the General Education environment. The district encourages all students to participate in extra-curricular activities. Special transportation, interpreters, accommodations and other areas of support are all provided when requested. The district provides supplementary aides and services to students while in the general education environment through general education teachers, special education teachers, classroom monitors, and paraprofessionals. The Framework for Access and Belonging (FAB) with Supplementary Aids and Services, developed by PaTTAN and the Bureau of Special Education may be utilized for team planning. This planning tool can be accessed on: <https://www.youtube.com/watch?v=4PXLoKWsVDE>

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

The district encourages all students to participate in extra-curricular activities. Special transportation, interpreters, accommodations and other areas of support are all provided when requested. Additionally, the high school also offers unified track. The district provides supplementary aides and services to students while in the general education extracurricular environment when requested. The Framework for Access and Belonging (FAB) with Supplementary Aids and Services, developed by PaTTAN and the Bureau of Special Education may be utilized for team planning. This planning tool can be accessed on: <https://www.youtube.com/watch?v=4PXLoKWsVDE>

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?

Conestoga Valley School District aims to educate students with disabilities in the same school they would attend if non-exceptional. It is only after an IEP team has determined that district programming is not appropriate to meet a student's needs that the District will consider placement in an another special education setting. Conestoga Valley considers the full range of placement options, while maintaining strong and appropriate least restrictive environment (LRE) practice, and ensures a free, appropriate public education (FAPE) for all students. For students placed in other special education settings, the Director of Special and Gifted Education maintains regular communication with the staff and parents of the students. The expectation is to always to integrate a student back into his/her neighborhood school when IEP data

reveals this would ensure FAPE. Additionally, students in other settings are encouraged to continue or begin participation in extracurricular activities within the district or within the district that the other setting may be located in. Transportation and accommodations are arranged accordingly with partnership with the athletic trainer, club lead, or other activity lead contact.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district expects to expand autistic support options at the secondary level as our students from the autistic support classrooms age and move into the middle and high school levels.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story School Lancaster	Licensed Private Academic		New Story School	Emotional Support	6
River Rock- PLSEd	Licensed Private Academic		River Rock	Autistic Support	3
New Story School Lancaster	Licensed Private Academic		New Story Schools	Autistic Support	4
Central Education Center	Other	Intermediate Unit	IU13	Emotional Support	5
Community School West	Other	Intermediate Unit	IU13	Emotional Support	2
Donegal Middle School	Other	IU operated program in other public school	IU13	Emotional Support	1
School-To-Work	Other	Intermediate Unit	IU13	Learning Support	1
Landisville Middle School	Other	IU operated program in other public school	IU13	Multiple Disabilities Support	2
Salisbury Elementary	Other	IU operated program in other public school	IU13	Autistic Support	4

Central Manor Elementary	Other	IU operated program in other public school	IU13	Autistic Support	1
Columbia Middle School	Other	IU operated program in other public school	IU13	Autistic Support	1
McCaskey East High School	Other	IU operated program in other public school	IU13	Autistic Support	3
Learning Center	Other	Intermediate Unit	CCIU	Learning Support	1
New Holland Elementary	Other	Neighboring Public School	Eastern Lancaster County School District	Autistic Support	1
Garden Sport MS/HS	Other	Neighboring Public School	Eastern Lancaster County School District	Autistic Support	4
Garden Sport MS/HS	Other	Neighboring Public School	Eastern Lancaster County School District	Life Skills Support	1
Warwick High School	Other	IU operated program in other public school	IU13	Deaf and Hard of Hearing Support	1
Western PA School for the Deaf	Other	Non-profit School	Western Pa School for the Deaf	Deaf and Hard of Hearing Support	2

Positive Behavior Support

Date of Approval

2015-02-07

Uploaded Files

Policy 249 Behavior Support Plan .docx

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

Conestoga Valley has a continuum of services k-12 to support students with needs in emotional and social development and skill use. Emotional and social skill support can take place in any special education or regular education environment with the appropriate supports. To that end, the district has developed a continuum of supports in all areas that include learning support, autistic support, emotional support, life skills support. District policy specifies that the IEP Behavioral support is an important and necessary component of the educational process. An effective behavior support system provides the goals, structure, expectations, and guidelines for acceptable behavior. The policy is designed to enable students with Individualized Educational Programs (IEP), who need a behavior support program, to benefit from their Free Appropriate Education Program (FAPE) within a Least Restrictive Environment (LRE) in accordance with the requirements of federal and state laws and regulations. LEA has the responsibility for ensuring that Positive Behavior Support (PBS) programs are in accordance with 22 Pa. Code Chapter 14, including the training of personnel for the use of specific procedures, methods and techniques. Positive Behavior Supports may result as a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior. Furthermore, the policy indicates that behavior support shall be positive in nature, and that aversive techniques, restraints, or disciplinary procedures may not be used as a substitute for a behavior support plan. Positive behavior support plans are developed following a functional behavior assessment and with input from IEP team members including parents, regular and special education teachers, principals, guidance counselors, school psychologists, and the special education consultant, BCBA or Director. Staff that provide emotional and social support may include teachers, special education teachers, school counselors, school psychologists, home-school visitors, speech language therapists, paraprofessionals and other staff that may include coaches, club leaders, transportation, food service, and administration. Curriculum focusing on executive skills, social language, coping and emotional regulation are available based on need. Classroom lessons, counseling as a related service, work based learning for social development, linkages with community providers, agencies, and universal practices in trauma informed behavior, Character Strong, restorative practices, equitable practice, and care for each other all lead to Conestoga Valley School District supporting the emotional and social needs of our children with disabilities.

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.

Low incidence special education teachers and other staff that may support these programs are scheduled for Crisis Prevention Institute

Nonviolent Interventions every two years to maintain certification. This program focuses on de-escalation and crisis prevention as well as providing safe techniques should the restraint of students be necessary if they are a danger to self and/or others. Additional professional development opportunities have occurred on the topics of positive behavioral supports and how to respond to behaviors of concern, writing positive behavior support plans, data analysis. Crisis Prevention Institute Verbal Intervention is being offered to all staff this summer as a professional development opportunity. Conestoga Valley has offered trauma training to staff since 2020 and the district currently has a social-emotional-trauma (SET) specialist for k-5. Restorative practices are being developed at the secondary level and through the SET specialist at the elementary level. The Board Certified Behavior Analyst (BCBA) conducts observations and meets with staff to review/revise behavior plans. She also provides training and coaching to teachers (both special education and general education) and paraprofessionals.

3. Describe the district positive school wide support programs.

Conestoga Valley School District has contracted with SPEC to develop k-12 Positive Behavior Intervention Support (PBIS) since August 2022. We are in Stage 2 of installation and plan to have kick-off for teachers, students, and families in August 2023.

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

The District contracts with PA Counseling through the Lancaster County Drug and Alcohol Commission for our Student Assistance Program (SAP). The clinician from PA Counseling provides program support and assessments for at-risk students. The SAP teams are at all levels and include administrators, school counselors, school nurses, school social worker, classroom teachers and PA Counseling clinician. The primary goal of our program is to remove barriers to learning. The SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school, and to make recommendations to assist the student and parent/guardian. The district has also contracted with a local agencies and companies to provide school based mental health services at all levels for students who have access insurance and private pay insurance.

5. Describe the district restraint procedure.

The use of physical restraints is outlined in Board Policy 249 attached above. Restraints may only be used "when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective." Title 22 Sec. 14.133. Identified staff are trained in Crisis Prevention Institute Nonviolent Crisis Intervention and utilize trained and approved techniques identified in the training handbook. If a restraint occurs, the parents/guardians are notified, and an IEP meeting is scheduled within 10 days of the use of restraint unless the parent signs a waiver agreeing to waive the IEP meeting. At the meeting, the IEP team determines if the IEP needs revised in any way to reflect additional supports or services needed, if a Functional Behavioral Assessment is warranted, if the Positive Behavior Support Plan needs revised, or if any program or placement changes need to occur.

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.

We do not have any concerns at this time. If we did have a concern we would include the interagency coordinator for support and guidance.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPHSMS	Secondary	Full-time (1.0)	03/28/2023 09:56 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Typical age range for students in HS. Class age range is within 3 years		0.32

Building Name		
Gerald G Huesken MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical age range for students in MS. Class age range is within 3 years		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPLE	Elementary	Full-time (1.0)	03/28/2023 09:59 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
Typical age range for students in MS. Class age range is within 3 years		0.22

Building Name		
Leola El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical age range for students in elementary. Class age range is within 3 years		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SLPFR	Elementary	Full-time (1.0)	03/28/2023 10:11 PM
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Building Name		
Fritz El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical age range for students in elementary. Class age range is within 3 years		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPBT	Elementary	Full-time (1.0)	03/28/2023 10:17 PM

Building Name		
Brownstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11

Age Range Justification	FTE %
Typical age range for students in elementary. Class age range is within 3 years	0.65

Building Name		
Fritz El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical age range for students in elementary. Class age range is within 3 years		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPAS	Elementary	Full-time (1.0)	03/28/2023 10:19 PM

Building Name		
Brownstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %

Typical age range for students in elementary. Class age range is within 3 years	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPST	Elementary	Full-time (1.0)	03/28/2023 10:20 PM

Building Name		
Smoketown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		54
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical age range for students in elementary. Class age range is within 3 years		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU13MDSHS	Secondary	Full-time (1.0)	03/28/2023 07:47 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load

Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 21
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUESHS	Secondary	Full-time (1.0)	03/28/2023 07:46 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STESk-2	Elementary	Full-time (1.0)	03/28/2023 07:42 PM

Building Name		
Smoketown El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.3

Building Name		
Smoketown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STLS2	Elementary	Full-time (1.0)	03/28/2023 07:41 PM

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.16

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STLS1	Elementary	Full-time (1.0)	03/28/2023 07:39 PM

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.28

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LEES3-5E	Elementary	Full-time (1.0)	03/28/2023 07:33 PM

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.18

Building Name

Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LEES3-5I	Elementary	Full-time (1.0)	03/28/2023 07:31 PM

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.08

Building Name		
Leola El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LEESk-2	Elementary	Full-time (1.0)	03/28/2023 07:55 PM

Building Name		
Leola El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.04

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.2

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %

Typical grade age range. Classes are within 3 year age range or waiver is provided	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LELS2	Elementary	Full-time (1.0)	03/28/2023 07:27 PM

Building Name		
Leola El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.26

Building Name		
Leola El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LELS1	Elementary	Full-time (1.0)	03/28/2023 07:25 PM

Building Name		
Leola El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FRLSS3-5	Elementary	Full-time (1.0)	03/28/2023 07:14 PM

Building Name		
Fritz El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FRLSSk-2	Elementary	Full-time (1.0)	03/28/2023 07:13 PM

Building Name		
Fritz El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

Building Name	
Fritz El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FRLS2	Elementary	Full-time (1.0)	03/28/2023 07:11 PM

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.34

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

Building Name		
Fritz El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FRLS1	Elementary	Full-time (1.0)	03/28/2023 07:10 PM

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11

Age Range Justification	FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided	0.26

Building Name		
Fritz El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTAS3-5	Elementary	Full-time (1.0)	03/28/2023 07:07 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %

Typical grade age range. Classes are within 3 year age range or waiver is provided	0.12
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Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTAS1-3	Elementary	Full-time (1.0)	03/28/2023 07:05 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.75

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTASk-1	Elementary	Full-time (1.0)	03/28/2023 07:04 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTLSF3-5	Elementary	Full-time (1.0)	03/28/2023 07:03 PM

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTLSFk-2	Elementary	Full-time (1.0)	03/28/2023 07:55 PM

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.35

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.12

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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BTLS2	Elementary	Full-time (1.0)	03/28/2023 06:58 PM
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Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.14

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

Building Name		
Brownstown El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BTLS1	Elementary	Full-time (1.0)	03/28/2023 06:56 PM

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSASI	Secondary	Full-time (1.0)	03/28/2023 06:53 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS	Secondary	Full-time (1.0)	03/28/2023 06:51 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

Building Name		
Gerald G Huesken MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSF1	Secondary	Full-time (1.0)	03/28/2023 06:46 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSESE	Secondary	Full-time (1.0)	03/28/2023 06:44 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.02

Building Name

Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.25

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSESI	Secondary	Full-time (1.0)	03/28/2023 06:42 PM

Building Name		
Gerald G Huesken MS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.02

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS8b	Secondary	Full-time (1.0)	03/28/2023 06:41 PM

Building Name		
Gerald G Huesken MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS8a	Secondary	Full-time (1.0)	03/28/2023 06:40 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.34

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS7b	Secondary	Full-time (1.0)	03/28/2023 06:39 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.4

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS7a	Secondary	Full-time (1.0)	03/28/2023 06:37 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.38

Building Name	
Gerald G Huesken MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS6b	Secondary	Full-time (1.0)	03/28/2023 06:36 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.18

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification	FTE %	
Typical grade age range. Classes are within 3 year age range or waiver is provided	0.25	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS6A	Secondary	Full-time (1.0)	03/28/2023 06:31 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification	FTE %	
Typical grade age range. Classes are within 3 year age range or waiver is provided	0.2	

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 13
Age Range Justification		FTE %
Typical grade age range. Classes are within 3 year age range or waiver is provided		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Transition	Secondary	Full-time (1.0)	03/28/2023 06:28 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSASI	Secondary	Full-time (1.0)	03/28/2023 06:26 PM

Building Name		
Conestoga Valley SHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSS2	Secondary	Full-time (1.0)	03/28/2023 06:25 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.15

Building Name		
Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSS1	Secondary	Full-time (1.0)	03/28/2023 06:23 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.35

Building Name		
Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.13

Building Name		
Conestoga Valley SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSESE	Secondary	Full-time (1.0)	03/28/2023 06:20 PM

Building Name	
Conestoga Valley SHS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSESI	Secondary	Full-time (1.0)	03/28/2023 06:19 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.12

Building Name		
Conestoga Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range or waiver is provided		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSF1	Secondary	Full-time (1.0)	03/28/2023 06:16 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range		0.04

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
Typical high school age range. Classes are within 3 year age range	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSF2	Secondary	Full-time (1.0)	03/28/2023 06:14 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range		0.04

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

Typical high school age range. Classes are within 3 year age range	0.55
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL12	Secondary	Full-time (1.0)	03/28/2023 06:09 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year age range		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL11	Secondary	Full-time (1.0)	03/28/2023 06:08 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year range		0.34

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL10	Secondary	Full-time (1.0)	03/28/2023 06:06 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year range		0.26

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical high school age range. Classes are within 3 year range		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLS9	Secondary	Full-time (1.0)	03/28/2023 06:03 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Typical HS age range. Classes are within 3 year range fro instruction.		0.42

Special Education Facilities

Building Name		Room #
Conestoga Valley SHS		208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-28		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		211
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 27 feet, 0 inches	1026sqft	36
Implementation Date		
2023-03-29		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2023-03-29		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		204
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
Implementation Date		
2023-03-29		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
Implementation Date		
2023-03-29		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Conestoga Valley SHS	132

School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		134
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

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	

Building Name		Room #
Conestoga Valley SHS		386
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 25 feet, 0 inches	375sqft	13
Implementation Date		
2023-03-29		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		162
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		220
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2023-03-29		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Gerald G Huesken MS		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		109
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12

Implementation Date
2023-03-29
Uploaded Files

13Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		209
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Gerald G Huesken MS		205
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		305
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		

Uploaded Files

16Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		309
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		224
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2023-03-29		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		222
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		307
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2023-03-29		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Brownstown El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 18 feet, 0 inches	468sqft	16
Implementation Date		
2023-03-29		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Brownstown El Sch		131
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2023-03-29		
Uploaded Files		

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22Assurance Check

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

Building Name		Room #
Brownstown El Sch		132
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Brownstown El Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Brownstown El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

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25 Assurance Check

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

Building Name		Room #
Brownstown El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-29		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Brownstown El Sch		135
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 29 feet, 0 inches	957sqft	34
Implementation Date		
2023-03-29		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Fritz El Sch		130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-29		
Uploaded Files		

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28Assurance Check

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

Building Name		Room #
Fritz El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-29		
Uploaded Files		

29Assurance Check

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

Building Name		Room #
Fritz El Sch		843
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

30Assurance Check

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

Building Name		Room #
Fritz El Sch		844
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2023-03-29		
Uploaded Files		

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31 Assurance Check

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

Building Name		Room #
Leola El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

32 Assurance Check

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

Building Name		Room #
Leola El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Leola El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-03-29		
Uploaded Files		

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34 Assurance Check

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

Building Name		Room #
Leola El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 26 feet, 0 inches	988sqft	35
Implementation Date		
2023-03-29		
Uploaded Files		

35 Assurance Check

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

Building Name		Room #
Smoketown El Sch		217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

36Assurance Check

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

Building Name		Room #
Smoketown El Sch		317
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

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37 Assurance Check

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

Building Name		Room #
Smoketown El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-03-29		
Uploaded Files		

38 Assurance Check

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

Special Education Support Services

39Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	2	Elementary	District
School Psychologist	2	Secondary	District
Social Worker	1	Elementary	District
Social Worker	2	Secondary	District
Behavior Specialist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	4	Elementary	District
Guidance Counselor	8	Secondary	District
Paraprofessionals	61	District Wide	Contractor
Other	4	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
PaTTAN			
Hours Per Training	Number of Sessions	Provider	Audience
12	12	PaTTAN	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Zones of Regulation			
Lead Person/Position		Year of Training	
IU13			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers Other

Description of Training			
Social Language-Michelle Garcia Winner			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers Other

Positive Behavior Support

Description of Training			
CPI Level I Verbal Intervention			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
CPI Level 2 Nonviolent Crisis Intervention- Initial Cert			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
12	4	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training	
CPI Level 2 Nonviolent Crisis Intervention- Refresher	
Lead Person/Position	Year of Training
Director of Special and Gifted Education	

Hours Per Training	Number of Sessions	Provider	Audience
6	4	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
PBIS			
Lead Person/Position		Year of Training	
CV PBIS District Leadership Team			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Para Academy- best practices, CPI, CPR/First Aide			
Lead Person/Position		Year of Training	
Para Staffing Agency			
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN	Paraprofessionals

		Other	
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Transition

Description of Training			
IU13 Transition Coordinating Council			
Lead Person/Position		Year of Training	
Transition Lead Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	Parents

Description of Training			
Transition What? The Scope and Sequence of Transition Planning			
Lead Person/Position		Year of Training	
Transition Lead Teacher and Learning Facilitator			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers Other

Science of Literacy

Description of Training			
Wilson Reading Systems			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience

6	1	Intermediate Unit	Special Education Teachers
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Description of Training			
Science of Literacy: Foundations, Megawords, SIM, Cars and Stars, ULS, Reading Mastery, Hegerty, Equipt for Reading, 6min Solution, 95% Group Comprehension, SRA Comprehension,			
Lead Person/Position		Year of Training	
District, IU13 and PaTTAN			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit PaTTAN	Special Education Teachers

Parent Training

Description of Training			
Early Intervention - Welcome to Conestoga Valley			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
.30	1	District	Parents

Description of Training			
Kindergarten Sneak-A Peak, Play and Learn, Kickstart, Screening			
Lead Person/Position		Year of Training	
Building Principals and identified staff			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District	Parents Special Education Teachers

			Other
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Description of Training			
Title 1 Reading and Math Nights			
Lead Person/Position		Year of Training	
Building Principal			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

Description of Training			
Lancaster-Lebanon Right to Education - free parent information sessions			
Lead Person/Position		Year of Training	
IU13 staff			
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit PaTTAN	Parents

Description of Training			
CPI Verbal Intervention			
Lead Person/Position		Year of Training	
CPI and Lead Trainer			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Parents

Description of Training

Parent Resources and Training			
Lead Person/Position		Year of Training	
Pattan Website			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Parents

IEP Development

Description of Training			
Education Benefit Review			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers Other

Description of Training			
New Special Education Staff Induction			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education, Consultants			
Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Special Education Teachers Other

Description of Training	
Best Practices in IEP Development, FBA ad PBSP	
Lead Person/Position	Year of Training
Sweet Stevens Katz and Williams	

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

Description of Training			
IEP Writer Review for Principals			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators

Description of Training			
Progress Monitoring			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers 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

