Pequea Valley School District

166 S New Holland Rd · PO Box 130 · Kinzers, PA 17535

Special Education Plan Draft

Any questions contact : Cathy Koenig, Director of Student Services 717-768-577 or cathy_koenig@pequeavalley.org

Profile and Plan Essentials

LEA Name		AUN
Pequea Valley SD		113365303
Address 1		
166 S New Holland Rd		
Address 2		
PO Box 130		
City	**State**	**Zip**
Kinzers	PA	17535
Director of Special Education Name		
Cathy Koenig		
Director of Special Education Email		
cathy_koenig@pequeavalley.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
7177685530		5577
Chief Administrator Name		
Dr Erik Orndorff		
Chief Administrator Email		
erik_orndorff@pequeavalley.org		

Special Education Students

Total Number of Students Receiving Special Education 354
School District Total Student Enrollment 1413
Percent of Students Receiving Special Education 25.1

Steering Committee

Name	Position/Role	Building	Email
Cathy Koenig	Director of Special Education	Pequea Valley SD	cathy_koenig@pequeavalley.org
Erik Orndorff	Superintendent	Pequea Valley SD	erik_orndorff@pequeavalley.org
Jennifer Gilman	Other	Pequea Valley SD	jennifer_gilman@pequeavalley.org
Emily Ross	Other	Pequea Valley SD	emily_ross@equeavalley.org
Kate Fritz	Other	Pequea Valley SD	katie_fritz@pequeavalley.org
Angela DeBalko	Special Education Teacher	Salisbury El Sch	angela_debalko@pequeavalley.org
Michael Choi	Special Education Teacher	Pequea Valley HS	mike_choi@pequeavalley.org
Courtney Rafter	General Education Teacher	Paradise El Sch	courtney_rafter@pequeavalley.org
John Trovato	Building Principal	Pequea Valley HS	john_trovato@pequeavalley.org
Rick Esche	Building Principal	Paradise El Sch	rick_esche@pequeavalley.org
Susan Gawrys	Parent	Salisbury El Sch	suzzzeq32@verizon.net>
Kaitlyn Healy	Parent	Pequea Valley HS	Kaityh2006@gmail.com
Stephanie Kenway	General Education Teacher	Paradise El Sch	stephanie_kenway@pequeavalley.org

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
District and building administration will discuss the importance with families on the students completing the PSSA and if there are reservations we will look at accommodations that the learners can have on state testing to support the concerns of the family.
For high school learners, the administration will review the graduation pathway and the importance of participation in the Keystone tests to complete pathways as part of graduation requirements.
Student Support team at the middle school, will review STAR data of all IEP learners in the area of ELA and create intervention and direct instruction plans for learners who are not receiving direct service in ELA to support continued growth in needed areas. We will work as an ELA department to review STAR data and PSSA data to review gaps in CORE instruction looking for any gaps that we can add interventions for all learners.

Education Environments (Indicator 5)

Improvement and Planning Activity
As a district, we will continue to look at the learners who attend off-campus (district) and ways to service those learners in the district. We will be adding two additional IU13 classrooms in the district this year so that we will have full-time autistic support K-6 next year in the district, so we will be looking at what learners could return to the district with our partnership with the IU.
The district will review our numbers of learners off campus and the possibility of bringing classrooms back to district. The classrooms that would be our priority as a district are life skills and autistic support classrooms.

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

Non-Resident Students Oversight

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

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Christ Home	Group Home		District	2

1. **Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**
   Pequea Valley School District meets the obligations of Section 1306 by providing an education to non-resident students living in an institution within our district. Pequea Valley School District is responsible for providing the educational programming for students including students with disabilities who are placed in the institution and for ensuring the provision of FAPE in accordance with IDEA. When the school district is notified by the institution where the child is residing, the Director of Student Service reaches out to the director of the institution to request any documentation if it has not already been received. The Director of Students Service reviews school records and reaches out to set an IEP meeting to make decisions on goals, specifically designed instruction, and educational placement for each student through their IEP. If the student has a service agreement under Chapter 15 the same process will be followed to set up a meeting with the family. In ensuring appropriate education programming, the Director of Student Service will be in contact with the institution's director to locate, identify and evaluate any students who would need services while residing in the district. If there is a student who is suspected to be eligible for services, Pequea Valley School District will seek consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by Pequea Valley School District, or a person appointed by the court to provide such consent. Pequea Valley School District will appoint an individual to be our surrogate for any student whom does not have an educational surrogate. If a student transfers into our district and a decision as to the appropriate educational placement has not been made before the student comes to the facility, Pequea Valley School District will have the student attending school/program within five days of admission to the facility. Pequea Valley will ensure that the student is serviced in the least restrictive placement by using services in district, IU classes or other placements as determined by the IEP team. Pequea Valley School District ensures that a certified Special Education teacher is providing services in district and in placements that students are attending.
2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
   Pequea Valley strives to keep open communication with the facility that the students are residing in. The Director of Student Services reaches out to these facilities once the student is registered to set up a meeting to ensure smooth transition to Pequea Valley School District. Our registration work with caseworkers and guardian ad litem to get any documentation, but this does not delay registration or the student starting school. If a student is transitioning out of Pequea Valley School District back to their home district, Pequea Valley School District reaches out through registrar to see any documentation needed for a fluid transition back to the home district.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

1. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**
   No correctional institutions are located within the District. If one did exist, the district would comply fully with the requirements of IDEA 04 and PA regulations for Chapter 14 regarding the identification, evaluation, placement and special education services for eligible school-aged students. Pequea Valley School District provides information to facilities when incarceration occurs. The Youth Intervention Center in Lancaster, PA has contact information for the district and can request any needed information from special education office. When a student has been identified as having received services, we provide the following information to the facility: Permission to Evaluate, Evaluation/Re-evaluation Report, and IEP. The host district of the facility serves students who are incarcerated and Pequea Valley SD will support in any manner needed to provide the needed supports to the student.

Least Restrictive Environment

1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**
   Pequea Valley School District continues to work to create an environment where each student is educated in their least restrictive environment.
   1. Pequea Valley School District supports special education services from Kindergarten through high school graduation or until they turn 22. We offer a continuum of services for Learning Support, Autistic Support, and Emotional Support that occur in the Least Restrictive Environment. Related services are also provided through the district in the areas of occupational therapy, physical therapy, and speech therapy. We contract with IU13, CCIU, or neighboring school districts for programs when we, as a small district, cannot support a particular program within our district.
   2. Sixty-five percent of our students are in the regular education setting for 80% or more of their day. The state average is 61.7%.
   3. The co-teaching model is used throughout the district to add additional support in the general education setting.
   4. Pequea Valley School District reviewed the amount of time that students were receiving direct instruction and established criteria based on the need to set a benchmark for time based on levels and areas of need.
   5. Pequea Valley School District has a district-level MTSS team that has partnered with the IU13 to implement tiers of support at our Elementary level in Math and ELA.
   6. Pequea Valley SD partnered with IU13 to conduct training for all staff to have a better understanding of accommodations, modifications, and specifically designed instruction.
   7. Pequea Valley continues to provide paraprofessional support in the general education classroom to provide tier support for learners in the core instruction areas.
   8. Data Meetings have been implemented to review data of all Special Education learners to review data to propose interventions, and goal attainments and review direct instruction time based on the needs of the learner.
   9. Each building has a Student Support team which discusses learners and their needs to provide support in a tier system of intervention.

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?**
   Elementary: All learners will receive Tier 1 Core Instruction through the use of Core Knowledge Language Arts for ELA and Eureka Squared for Math. At the Tier 2 level, any learner can receive small group instruction, remediation, and/or enrichment. If a learner is in need of additional support to help them be successful with core instruction, they will receive a Tier 3 intervention. This will be a very targeted instructional group to focus on a specific skill(s). Learners are able to move fluidly between the Tiers of support. Grade level teams of facilitators, MTSS interventionists, and support staff will meet regularly to determine the needs of each learner and provide the necessary support based on data and class performance. This data is gathered through the use of MAP Growth, mClass DIBELS Next, and Pre-Module Math Assessments. These assessments are consistent across grades K-6. Pequea Valley School District has been trained in Responsive Classroom it is a student-centered, social and emotional learning approach to teaching. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Pequea Valley reviews SSRS and PAST data for social emotional groups, Tier 2 intervention groups are set up to focus on areas of need.

Secondary: At Secondary all learners receive Tier 1 Core Instruction in all core subject areas. At the Intermediate School, tiered groups of supports are offered for remediation based on STAR, Teen-Biz and Classroom - based assessment. There are Social -emotional Groups conducted at both the Intermediate and High School level based on needs of our students.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   Pequea Valley School District works with the IU13 and PATTAN to offer professional development for special education teachers, as well as general education teachers. This year we were able to offer a K-12 training with a TACT team member on accommodating and modifying the general education curriculum to meet all learners. We will continue with training with consultants from IU13 to look at evidence-based teaching strategies in the classroom that incorporates UDL principles, differentiated instruction and the rotational model which allows for small group instruction, as well as targeted skills instruction. We have partnered with the IU13 for a presentation on accommodations and modifications that can support all learners in the general education classrooms. We have partnered with IU13 for assistance in completing a SaS toolkit to assist learners with disabilities participate in the general education. We have had a para-educator training for modifications and supports for the general education curriculum.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   If a student would like to participate in extra-curricular activities and there is a need for supplemental aids or services, the Director of Student Services meets with the school team to review the needed supports. The School team will meet with the family to establish a plan to support the student in the extracurricular activity of choice. Some supplemental aids/ services that the district has provide are: 1 on 1 aide, nursing services, working with the coach/advisor to support the learner. We have provided transportation for a learner in off campus facility to be able to participate in co-curricular and extra-curricular activities. Our school team collaborates with coaches and advisors with or for our students with disabilities.

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?**
   If a learner is placed in a private school by the district, the Director of Student Services serves as the LEA for that learner. The LEA participates in all IEP meetings, as well as checks in with the staff of the alternate setting to ensure the proper placement of the student. Pequea Valley will offer transportation and work on scheduling if a learner would like to participate in an extracurricular event. If the parent contacts the Director of Student Services, she works with the transportation director and the advisor/coach of the program in which they would like to participate to set up transportation. The Director of Student Services does review this right of the child at the IEP meeting or intake meeting so that the family is aware of the opportunity they have to be able to participate in any extra-curricular activities.

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)**
   Pequea Valley School District continues to review data every year of the learners that we have placed off campus. We review this to give recommendations if there are any programs that we could offer in the district. At this time the review of our data shows that no programs would be able to be maintained K-12 in the district. Some of the programs that the district administration continues to monitor are the Life Skills programming and Autistic Support programming. We would like to look at transitioning these programs back to the district starting with elementary and continuing to build through secondary.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Providence Elementary	Other	Elementary	IU13	Multiple Disabilities Support	1
Lampeter Strasburg HS	Other	High School	IU13	Emotional Support	1
Garden Spot Middle School	Other	Middle School	ELANCO School District	Life Skills Support	2
Reidenbaugh Elementary	Other	Elementary	IU13	Multiple Disabilities Support	1
Solanco High School	Other	High School	IU13	Multiple Disabilities Support	2
Garden Spot High School	Other	High School	ELANCO School District	Life Skills Support	5
Brecknock Elementary	Other	Elementary School	ELANCO School District	Autistic Support	9
CCDC	Other	Center Based	CCIU	Emotional Support	1
Martin Maylin Middle School	Other	Middle School	Lampeter Strasburg School District	Life Skills Support	1
Winner's Circle	Licensed Private Academic	Secondary	Winner Circle Inc	Emotional Support	2
Mulberry Street	Other	Center Based	IU13/ Catholic Charities	Life Skills Support	1
Central Education Center	Other	Center Based	IU13	Emotional Support	6
River Rock Academy	Other	Secondary	River Rock	Emotional Support	2
New Story	Licensed Private Academic	Center Based	New Story	Autistic Support	1
Blue Ball Elementary	Licensed Private Academic	Elementary	ELANCO School District	Emotional Support	3
Winner Circle	Approved Private School (APS)	Secondary	Winner Circle inc	Autistic Support	3
Central Education Center	Other	Center Based	IU13	Emotional Support	3

Blue Ball Elementary	Other	Elementary	ELANCO School District	Autistic Support	1
Fritz Elementary	Other	Elementary	Conestoga Valley School District	Multiple Disabilities Support	1
Donegal Intermediate School	Other	Secondary	IU13	Emotional Support	1
Salisbury Elementary	Approved Private School (APS)	Elementary	IU13	Autistic Support	2

Positive Behavior Support

Date of Approval
2013-08-13

Uploaded Files
BoardDocs® PL.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   Pequea Valley partners with Community Service Group (CSG) to offer school-based counseling to any of the learners who have needs for this. We have also been able to provide Social Work and Psychologist Services when this is determined as a need by the IEP team for some of our students if they are not able to be seen through school-based counseling services. We offer direct instruction in social skills to our learners who have needs in coping skills and emotional regulation. We use modeling, video modeling, and role-playing within these groups to deliver instruction. We have check-in and check-outs for students who need this layer of support at the beginning and end of the day.
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.**
   Every two years our behavior team members are trained in CPI-Non-Violent Crisis Prevention Intervention. With that training, we review: •The Crisis Development Model (staff approaches that are most effective in responding at each behavior level to prevent further escalation) •Integrated Experience (exploring underlying causes of behavior, recognizing the need to maintain consistent, calm behavior in a time of crisis, and understanding how the behavior of one person impacts the behavior of others) •Communication skills (communication strategies and how different approaches positively and/or negatively impact an individual's behavior) •Responding to Defensive Behaviors (identifying behaviors in crisis and using specific verbal patterns when de-escalating a crisis), Safety Interventions (how to respond effectively when an individual is in risk behavior), Restrictive Interventions •Decision Making (encouraging critical analysis and rational reasoning in response to decisions), Holding Skills (learning how to respond effectively when an individual is in risk behavior), and establishing •Therapeutic Rapport (building relationship and planning for continued support of the learner) In addition, school teams pull together to process and discuss certain learners monthly.
3. **Describe the district positive school wide support programs.**
   Each of our elementary schools has worked through the state recognition to have Tier I PBIS with fidelity. Each team meets monthly and has a token economy to reward/recognize positive behaviors that occur throughout the day. Lessons are taught twice a year on the expectations throughout the school of being respectful to self, others, and the world around them. At Pequea Valley Intermediate School we have Braves Club which is based on behaviors, attendance, and academics. The learners can earn privileges from this designation.
4. **Describe the district school-based behavior health services.**
   We have the following School-Based Health Services at Pequea Valley School District: School-Based Counseling - This is provided through Community Supports Group (CSG) and students can qualify for these services through need and personal insurance. Small Groups - We run small group instruction for Intrinsic and extrinsic needs at our elementary level. At our secondary level, we run groups for students due to social/emotional needs, as well as needs with attendance. SAP - Student Assistance Program - We have Student Assistance programs at both our Intermediate School and High School. With this programming, we have been able to offer small group counseling and individual counseling based on the needs of the student. Social Work/School Psychologist Services - Our Social Workers and Psychologists will meet with

learners who need Tier II and Tier III support. Check In and Check Outs: Building level staff have created check-in and check-outs for learners who need this intervention for emotional regulation.

5. **Describe the district restraint procedure.**
   Only when a person is in danger of harming herself or others, would a team use a physical restraint. There are three team members involved; two in the restraint and one person there documenting, observing, and giving feedback. The time is recorded. Behaviors are documented while the learner is in an escalated state. The learner is evaluated by the school nurse after the restraint. The therapeutic rapport is processed with the learner and team members before returning to the task demand that was before the escalated situation. The team will notify the building administration as well as the Director of Student Services and/or Special Education Consultant when a restraint has occurred. The case manager will complete the restraint form and submit it to the administrative assistant in the special education department. When the district form is received, it is entered into the RISC system for timely reporting of incidents to the State.

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.

At this time the district has not had a concern in this area. We have been able to partner with IU13, CCIU, and other neighboring districts to be able to find the support that our learners need. We have also been able to provide Home Bound Instruction for learners over the last three years with district staff or IU staff if the learner has been in an IU13 placement. We have worked with the CASSP process if there is a need and will continue to partner with outside agencies to support students. If the need arises we we will contact PATTAN for additional support.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAR 5	Elementary	Full-time (1.0)	01/31/2024 06:51 PM

Building Name		
Paradise El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Paradise El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAR 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Paradise El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Paradise El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
IS 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.5

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.5

Building Name		
Pequea Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**

	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sal 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAR 3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Paradise El Sch		
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	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
IS 3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.5

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**

	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 2	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Salisbury El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		45
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.69

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.15

Building Name		
Pequea Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.5

Building Name		
Pequea Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Paradise El Sch
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SAL 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12

Age Range Justification	FTE %
The students are grouped together within age ranges and those outside the age range are documented on the IEP.	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IS 2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.5

Building Name		
Pequea Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAR 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name
Paradise El Sch
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Paradise El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
HS2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pequea Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.5

Building Name		
Pequea Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Sal 1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Salisbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name	
Salisbury El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAR 4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Paradise El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

Building Name		
Paradise El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sal 4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Salisbury El Sch		
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	Elementary	5 to 12
Age Range Justification		**FTE %**
The students are grouped together within age ranges and those outside the age range are documented on the IEP.		1

Special Education Facilities

Building Name		**Room #**
Pequea Valley Intrmd Sch		62
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Paradise El Sch		312
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
45 feet, 0 inches x 21 feet, 0 inches	945sqft	33
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Salisbury El Sch		104
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Salisbury El Sch		209 A
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16

Implementation Date
2024-01-31
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Paradise El Sch		101
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
45 feet, 0 inches x 21 feet, 0 inches	945sqft	33
Implementation Date		
2024-01-31		
Uploaded Files		

5Assurance Check

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

Building Name	**Room #**

Salisbury El Sch		105
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
38 feet, 0 inches x 25 feet, 0 inches	950sqft	33
Implementation Date		
2024-01-31		
Uploaded Files		

6Assurance Check

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

Building Name		**Room #**
Pequea Valley HS		17
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Salisbury El Sch		204
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
38 feet, 0 inches x 25 feet, 0 inches	950sqft	33
Implementation Date		
2024-01-31		
Uploaded Files		

8Assurance Check

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

Building Name		**Room #**
Paradise El Sch		203
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Pequea Valley Intrmd Sch		63
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	**Room #**
Pequea Valley HS	19
School Building	**Building Description**

		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Paradise El Sch		105
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
45 feet, 0 inches x 21 feet, 0 inches	945sqft	33
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Pequea Valley Intrmd Sch		74
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Salisbury El Sch		203
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
38 feet, 0 inches x 25 feet, 0 inches	950sqft	33
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Pequea Valley HS		18
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	**Room #**
Paradise El Sch	303B
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 0 inches x 11 feet, 0 inches	473sqft	16
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pequea Valley Intrmd Sch		6B
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2024-01-31		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		**Room #**
Paradise El Sch		106
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
45 feet, 0 inches x 21 feet, 0 inches	945sqft	33
Implementation Date		
2024-01-31		
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		No
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

19Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	2	Secondary	District
Paraprofessionals	11	Elementary	Contractor
Paraprofessionals	5	Secondary	Contractor
School Psychologist	2	District Wide	District
Physical Therapist	.25	District Wide	Contractor
Occupational Therapist	.75	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Sensory Integration			
Lead Person/Position		**Year of Training**	
Cathy Koenig/ Jen Gilman		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism Training and Support in Classrooms			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Verbal Behavioral Milestone Assessment and Placement Program			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	2	District Intermediate Unit PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training	
Non Violent Crisis Prevention	
Lead Person/Position	**Year of Training**

Jen Gilman		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	4	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Classroom Intervention for Students Experiencing Trauma			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	2	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
FBA/PBSP Creation and Implementation with supports in the classrooms			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training
Paraprofessional Training and Role in General Education to support students - Orientation with hiring

Lead Person/Position		Year of Training	
Jen Gilman		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Intermediate Unit	Paraprofessionals

Description of Training			
Survey Paraporessionals each team and top needs to offer 2 -3 trainings a year			
Lead Person/Position		**Year of Training**	
Jen Gilma/Cathy Koenig		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Understanding OVR and Supports for Students			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig/Kelsey Hurst (OVR rep)		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Other	Building Administrators Parents Special Education Teachers

Description of Training			
Indicator 13 -			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	1	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Description of Training			
Utlilization of Job Trainer services through the IU			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Science of Literacy

Description of Training			
LETRs Training (3 modules)			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
7	3-4	District Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
Curriculum Training			
Lead Person/Position		**Year of Training**	
Cathy Koenig/Jen Gilman		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parent Training Based on Need of Yearly Survey			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District Intermediate Unit	Parents

IEP Development

Description of Training			
Understanding of Diagnostic Testing			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit	Special Education Teachers

Description of Training			
Goal Writing and Progress Monitoring - Academic/Behavioral			
Lead Person/Position		**Year of Training**	
Jen Gilman/Cathy Koenig		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date