

Profile and Plan Essentials

LEA Name		AUN
Conewago Valley SD		112011603
Address 1		
130 Berlin Rd		
Address 2		
City	State	Zip
New Oxford	PA	17350
Director of Special Education Name		
Stephanie D Corbin		
Director of Special Education Email		
corbins@cvcolonials.org		
Director of Special Education Phone Number		Director of Special Education Ext
717-624-2157		1008
Chief Administrator Name		
Dr Sharon A Perry		
Chief Administrator Email		
perrys@cvcolonials.org		

Special Education Students

Total Number of Students Receiving Special Education 674

School District Total Student Enrollment 3822

Percent of Students Receiving Special Education 17.6

Steering Committee

Name	Position/Role	Building	Email
Sharon Perry	Superintendent	Conewago Valley SD	perrys@cvcolonials.org
Stephanie Corbin	Director of Special Education	Conewago Valley SD	corbins@cvcolonials.org
Lorrie Hrycek	Director of Special Education	Conewago Valley SD	hrycekl@cvcolonials.org
Christopher Bowman	Building Principal	New Oxford SHS	bowmanc@cvcolonials.org
Drew Little	Building Principal	New Oxford SHS	littled@cvcolonials.org
Alecia Kraus	Building Principal	New Oxford SHS	krausa@cvcolonials.org
Matt Muller	Other	Conewago Valley SD	mullerm@cvcolonials.org
John Beeman	Building Principal	New Oxford SHS	beemanj@cvcolonials.org
Christina McLaughlin	Building Principal	Conewago Valley Intrmd Sch	mclaughlinc@cvcolonials.org
Christen Manari	Building Principal	Conewago Valley Intrmd Sch	manaric@cvcolonials.org
Kristina Peterman	Special Education Teacher	Conewago Valley Intrmd Sch	petermank@cvcolonials.org
Autumn Zaminski	Building Principal	Conewago Twp EI Sch	zaminskia@cvcolonials.org
Christopher Cobb	Building Principal	New Oxford EI Sch	cobbc@cvcolonials.org
Allison Murren	Special Education Teacher	New Oxford SHS	murrena@cvcolonials.org
Garry Himes	Building Principal	New Oxford MS	himesg@cvcolonials.org
Marcy Rickrode	Other	Conewago Valley Intrmd Sch	rickrodem@cvcolonials.org
Derek Starner	Special Education Teacher	New Oxford MS	starnerd@cvcolonials.org
Jeff Kindschuh	Board Member	Conewago Valley SD	kindschuhj@cvcolonials.org
Erin Lambert	Other	New Oxford EI Sch	lamberte@cvcolonials.org
Amanda Sipe	General Education Teacher	New Oxford SHS	sipea@cvcolonials.org
Jenell Boyer	Parent	New Oxford SHS	jenell@kevinboyer.com
Josh Schaffer	Building Principal	New Oxford MS	schafferj@cvcolonials.org

Charlie Trovato	Director of Curriculum	Conewago Valley SD	trovatoc@cvcolonials.org
Sadie Wentland	Other	Conewago Valley SD	wentlands@cvcolonials.org
Abigail Reichart	Other	Conewago Valley Intrmd Sch	reicharta@cvcolonials.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Non-Resident Students Oversight

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

No

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

Conewago Valley School District does not have a Section 1306 facility within our geographic boundaries. However, in the event that a facility would locate into the District, the LEA will fully comply with the requirements of IDEA and Chapter 14 to meet its obligation under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa.Code Section 14.102. Any barriers would be addressed through a collaborative effort between the District and 1306 Facilities to ensure Child Find and provision of FAPE for students with disabilities. As the host district, CVSD would be responsible to carry out Child Find for students within the 1306 facility. This includes locating, identifying, and evaluating all 1306 students with suspected disabilities. For a child with a disability or an IEP, the CVSD as host district and IEP Team, including parent(s), would first consider the educational placement options. If the CVSD as host district and IEP Team would determine that an alternative educational setting would be more appropriate, it would provide that LRE. As a host district, we are required to allow nonresident students to attend the public schools of the host school district. We are responsible for providing the educational program for students, including students with disabilities who are placed in that facility and for ensuring a free and appropriate public education (FAPE) for eligible students with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. As the host district, we cannot refuse to educate a student in a regular or special education program unless a court order requires that the student be educated at the residential facility, a current IEP, NOREP or 504 Plan requires a different placement, the student is currently expelled from their last educational placement due to a weapons offense, the student is in an interim alternative educational setting and/or a student may not be assigned to an alternative education program. As the host district, we are also responsible for providing Professional Development for teachers and staff within the 1306 Facility for continued growth and improvement as well as compliance with IDEA regulations.

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

In the event that a facility would be located within the CVSD, the LEA would develop procedures to ensure daily communication with 1306 facilities and successful transition back to school. CVSD would fully comply with all requirements to ensure Child Find and provision of FAPE for students with disabilities. We, as the host school district, would ensure consistent contact with the resident school district with respect to student's placement and progress. When a student from the CVSD is placed or residing in a 1306 facility in another LEA, a representative from CVSD, most commonly the Director or Supervisor of Special Education, will communicate with the LEA representative from the host district of the 1306 facility to facilitate participation in IEP team meetings. Participation frequently occurs through in-person meetings, virtual meetings and/or phone conferences for IEP meetings, mid-year and/or end of year meetings. This also allows CVSD to be an active participant in the decision-making process for students who reside in 1306 facilities in other host school districts. This communication and participation in meetings does help to ensure that CVSD students are receiving FAPE in the Least Restrictive Environment when placed in 1306 facilities in other host districts. Within the decision-making process, consideration should be given to the courses available within the 1306 program, the qualifications of the staff and the 1306 facilities 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. To facilitate a smooth transition, once the 1306 facility provides notice that a student is being released from the facility, CVSD would work with the host district to prepare the student's discharge at least two weeks prior, if possible. This would allow CVSD to ensure the student's new placement as well as transportation is set up appropriately. If the student were to move to another 1306 facility, CVSD would make contact with the new host school to ensure a smooth transition.

Incarcerated Students Oversight

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

No

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

There are no prison facilities within the Conewago Valley School District. The District complies with the requirements of IDEA 2004 and PA Chapter 14 regarding the identification, evaluation, and placement of students who meet the two-pronged eligibility requirement for special education services. Once the District is informed of an incarcerated student, the district forwards pertinent records including evaluation reports and Individualized Education Plans. Eligible students receive special education services when they are charged with a criminal offense, awaiting trial, and after conviction. Many times services are provided in conjunction with intermediate units located near the prison.

Least Restrictive Environment

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

Conewago Valley School District (CVSD) has had an overall increase in the percentage of students identified with disabilities from the 2021-22 to 2022-23 school year which is consistent with the State trends; however, still lower than the State average. There has been an increase in students being identified due to continued improvement in ChildFind/MTSS processes within the District. A District increase in students with Autism has placed our percentage slightly (.4%) above the State Average. We are; however, seeing a decrease in students identified as having an Emotional Disturbance, Specific Learning Disability and Speech and Language Impairment. As a District, we have also had consistently lower percentages of students identified with an Emotional Disturbance compared to the State. Our District average for 2021-2022 is 4.8% compared to the state average of 8.0%. Students identified with an Emotional Disturbance in 2022-2023 is 3.5% while the state average is 7.9%. Our percentage of students with an IEP served inside the regular classroom 80% or more of the day is above the State Average. Our District average from 2022-2023 is 62.7% while the state average is 61.6%. Students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day are also close to the State Average with an almost 4% decrease from 2021-22 to 2022-23 and we are within 1.7% of the state average. An area with a slightly increased percentage is the 4.6% of students with an IEP served inside the regular classroom less than 40% of the day. This is .2% higher than the State average. The data also shows that as the students move from elementary level to secondary level, this percentage decreases. AREAS FOR IMPROVEMENT: The % of LEA students with an IEP served inside the regular classroom less than 40% of the day has increased The % of LEA students identified with a Specific Learning Disability is above the state average

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Conewago Valley School District offers a continuum of support services for students with disabilities. The first consideration is the general education setting with typical peers using supplementary aids and services. The district offers a variety of methods for students with disabilities to remain in the general education classroom including, but not limited to: Multi-tiered System of Support Although the District has not sought approval for every building to identify students with Specific Learning Disabilities using the MTSS method, the District is working on a gradual implementation of formal MTSS structures at all buildings. Universal Screeners The District assesses K-8 students three times a year using reading and math benchmark testing. Students who do not meet identified thresholds are grouped into appropriate evidence-based reading and/or math interventions. Data Teams Data teams meet at least monthly at all levels to review Universal Screening Data, Benchmark Data, and Progress Monitoring Data. They make recommendations regarding intervention placement, moving between tiers, and exiting students from interventions.

The information from the data teams is shared at grade-level meetings, department meetings, etc. When students are not progressing, parents meet with the team to discuss further interventions or the need for psychoeducational testing.

Evidence-Based Interventions In addition to interventions provided within the curriculum, special education teachers also use evidence-based interventions such as Foundations, Bridges, 95 Percent Group Phonemic Awareness and Phonics Library, the Wilson Reading System, Corrective Reading, Great Leaps, Soar to Success, Read 180, Rocket Math, TouchMath, and Number Worlds.

Progress Monitoring The District has also integrated Acadience as a way of measuring student success and monitoring their progress. Teachers and/or paraprofessionals have been trained by the school psychologists on how to assess the students so that results are reliable and valid. Teachers have clear data with which to make informed decisions on changing interventions or possible placement changes to a more or less restrictive environment.

Lincoln Intermediate Unit The Conewago Valley School District also enjoys a partnership with the Lincoln Intermediate Unit to provide services for students with low-incidence disabilities when the multidisciplinary team, including parents, has determined that a more restrictive environment would be beneficial for the student. Districts in Franklin, York, and Adams Counties share in the responsibility of hosting these classes. CVSD has always hosted more than their Fair Share agreement by providing rooms for preschool classes, a primary Multiple Disabilities Support class, K-12 Autistic Support classes, and K-12 Deaf and Hard of Hearing Support classes. This allows many CVSD students to stay within their district while providing longevity services for students from neighboring districts. The students participating in these classes have the opportunity to interact with same-aged peers as determined through the IEP process. The students can participate in non-academic areas such as art, music, recess, lunch, etc. They are also integrated into co-taught classes, inclusion with aide services, and general education classes as stated in the IEP. CVSD also utilizes the LIU to provide services for Autistic Support, Multiple Disabilities Support, Emotional Support, Deaf and Hard of Hearing Support, Alternative Education and Preschool. The LIU provides in-district related services such as speech services, occupational therapy, physical therapy, vocational support, and itinerant services for students with Hearing or Vision impairments, interpreters, audiologists, personal care assistants, and transportation. In addition to these services, the LIU provides consultation services for assistive technology, behavior intervention, and professional development in a wealth of areas. These services assist students with disabilities in staying in the general education environment and also provide students with disabilities access to extracurricular activities.

Agencies The District has utilized the resources of Mental Health/Intellectual Developmental Disabilities, Children and Youth, the Office of Vocational Rehabilitation and behavior support agencies as well as Laurel Life Transition classrooms in grades 7-12. In addition, teachers are encouraged to attend professional development offered by PaTTAN, the LIU, and other agencies. The professional development offerings provide information on current practices, special education laws, and topics such as Response to Instruction and Intervention and School-wide Positive Behavioral Intervention and Support. Regular education teachers and special education teachers are aware of the importance of keeping students in general education classes and their obligations toward each student's IEP.

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

CVSD provides a continuum of service options for students with disabilities. To ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible the continuum of services begins with total inclusion of students into regular education classes in the district with supplementary aids and services. Inclusion Many students with disabilities are included in the general education setting throughout the school day. This is accomplished in several ways. General education teachers and special education teachers may consult on how best to meet the needs of the students in the classroom. Sometimes aides are utilized to attend the general education classroom with a group of students. Students may be included in all core areas as well as specialist classes such as Food and Nutrition, Health and Physical Education, Art and Music. Co-teaching Co-teaching is in place at the primary and secondary levels. This is when a special education teacher and a general education teacher collaborate, teach, and assess together for all students in the same classroom. In addition, the learning support program utilizes paraprofessionals in the regular classroom environment to provide supplementary aids and services necessary to ensure that all the identified students are receiving instruction in the least restrictive environment. Intensive/Replacement Services The District also provides pull-out options for students who need more intensive interventions in reading, math, science, and social studies. This option is only considered when students are considerably behind their typical peers and demonstrate the need for small-group instruction despite the use of supplementary aids and services. Students who are pulled out of general education classes still parallel the general education curriculum. Due to significant skill deficits in reading, some students who are well below grade level in reading at the high school level are offered replacement English in grades 9-12 and an additional Reading class elective as needed. The curriculum in the replacement courses is based on PA Common Core standards, but is delivered at a pace that is commensurate with students' abilities while upholding the rigor and access outlined by the state standards. These students cannot access their grade level's regular education classroom in English even with supplementary aids and services, but with curricular modifications and the necessary support, they are able to access the regular education classes in other subject areas, such as social studies and science.

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

CVSD encourages all students to participate in extracurricular activities within our schools. IEP Teams have considered supplemental aids and services to support our students in activities to ensure meaningful participation. Students are provided support services to ensure equitable opportunities for students to participate in extracurricular activities. Support personnel attend practices and contests with the student. Some supplementary aids and services include specialized transportation services,

interpreter/communication support services, PCA services/1:1 Support, visual supports (large print, etc.), adaptive materials and resources, and specialized equipment, etc. All services and aides are provided to maintain equal participation in extracurricular events to provide FAPE and meaningful participation.

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 student with an IEP requires a placement outside of the district, the IEP Team will discuss the transition of the student back to the district prior to placement. This provides the families, as well as the students, with the expectations of the district to continually work back into the district setting when appropriate. The district has provided opportunities for students in outside placements to participate in extracurricular activities. This has proven to be an essential part of integrating the student back into the district. Students in outside placements may be included in school dances, sports, and graduation. The district has provided opportunities for students utilizing specialized transportation to participate in extracurricular activities. When CVSD looks to place a student in a private institution, those students have the opportunity to participate in district-led extracurricular activities. The IEP team, consisting of the private institution staff, LEA staff, parents, and students, work together to develop a plan for the student. Eligibility criteria are established as part of the intake meeting and/or developed after the intake process is completed.

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 Conewago Valley School District strives to ensure that students are being served in the Least Restrictive Environment to the maximum extent possible for each student. When IEP teams meet, the LRE is always the first option considered. Student placement determinations are made at individual student meetings, we do not have a one-size-fits-all approach. The LEA in each building actively participates in all meetings for students, including those who are placed into programs outside the school district. Discussions regarding the reintegration of the student back into the regular school building occur at each IEP meeting. This does occur annually or more frequently when the IEP team deems it necessary and/or the program holds mid-year and end-of-year meetings for all students. As a district, we continue to build capacity and expand programs and services in an effort to provide a continuum of services to students, including those students in an out-of-district placement. Students are able to participate in different school activities within the district. The CVSD takes a purposeful look at our students who are twice exceptional to provide supports and services for their areas of need and build on their strengths. The District would also like to consider researching the possibility of creating a CTE Program that allows students with diverse needs to engage in career and technical education. Many of

our out-of-district students are asked and will participate in our graduation ceremony at CVSD. Out-of-district students are also given additional opportunities to participate in events occurring after school.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story School	Licensed Private Academic		New Story School	Autistic Support	3
York Learning Center	Other	Center Based	Lincoln Intermediate Unit	Life Skills Support	0
Adams County Technical Institute	Other	Technical Institute	Adams County Technical Institute	Emotional Support	1
Paradise School	Other	Center Based	Lincoln Intermediate Unit	Emotional Support	6
River Rock Academy	Licensed Private Academic		River Rock	Emotional Support	8
York Learning Center	Other	Center Based	Lincoln Intermediate Unit	Autistic Support	4
Adams County Technical Institute	Other	Technical Institute	Adams County Technical Institute	Autistic Support	1
Franklin Learning Center	Other	Center Based	Lincoln Intermediate Unit	Autistic Support	4
Franklin Learning Center	Other		Lincoln Intermediate Unit	Multiple Disabilities Support	1
York Adams Academy	Other	Academic Facility	York Adams Academy	Learning Support	0
York Learning Center	Other	Center Based	Lincoln Intermediate Unit	Multiple Disabilities Support	2

Adams County Technical Institute	Other	Technical Institute	Adams County Technical Institute	Learning Support	8
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	0
Paradise School	Other	LIU #12 Classrooms	Lincoln Intermediate Unit #12	Autistic Support	2
Hoffman Academy	Licensed Private Academic		Gettysburg School District	Emotional Support	3
Hoffman Academy	Licensed Private Academic		Gettysburg School District	Autistic Support	1
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Emotional Support	1
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval

2017-11-13

Uploaded Files

CVSD Behavior Support Services Policies.pdf

CVSD Behavior Support Policies.pdf

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

The CVSD Policy 113.1 (Discipline of Students with Disabilities) and Administrative Guidelines 113.2 (Behavior Support) support the use of positive, rather than negative, measures for behavior support programs and provide for the use of restraint as a last resort. The use of School-wide Positive Behavioral Interventions and Supports are present in all district buildings. A Functional Behavior Assessment is conducted for Special Education students who need additional (Tier 3) behavior support. Positive Behavior Support Plans incorporate the use of teaching replacement behaviors and skills to students with disabilities, adding preventative strategies and positive reinforcement for expected behaviors, and include progressive consequences as needed. Functional Behavior Assessments and Individual Positive Behavior Support Plans are developed and implemented for students who have demonstrated a need and whose behaviors interfere with academic progress. The district has put into place the foundation and belief that school-wide positive behavior supports can and do reduce discipline incidents, increase school attendance, and address the needs of many students in a more systematic approach. Training was and continues to be supported by the Lincoln Intermediate Unit and topics included reinforcing the expectations at all buildings to include their SWPBIS plan. CVSD has implemented a district-wide PBIS Team. This team currently consists of district administrators, principals, deans, and school psychologists. This team led the district-wide rollout of our "Colonials take CHARGE" PBIS System. Currently, the district PBIS Team meets monthly and is working to increase communication, complete data analysis, and facilitate implementation of our PBIS System K-12. At each building, principals meet with their PBIS team, including the school psychologist (PBIS coach) to discuss progress in the implementation of the SWPBIS framework and to ensure consistency across grade levels in each building. Each building is guided by the district "Colonials Take CHARGE" school-wide PBIS, this PBIS System is based on guiding principles that encompass CHARGE - Committed, Honest, Adaptable, Respectful, Generous, Engaged. The buildings use various reinforcements via a token economy system such as drawings for prizes, lunch with the teacher, movies, computer time, etc. When a student is identified as having behaviors that interfere with learning, the building-level intervention teams meet to develop and help implement Tier 2 behavior interventions prior to considering an FBA. The team will develop, implement, and revise the plan as

necessary to help the student become successful. The district contracts with True North to have school-based behavioral health therapists in the schools. Students are referred through the SST process and can meet with the therapists regularly as needed. The district also utilizes the Student Assistance Program (SAP) through True North for students. The District also contracts with Laurel Life to provide two transition classrooms at the secondary level to provide additional support with a small class size as well as a behavioral coach and behavioral therapist who works with these students daily.

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.

School psychologists have provided training to teachers for the development and implementation of a positive behavioral support plan for special education students. Administrators, school counselors, various teachers, instructional aides, and PCAs have been trained in the use of de-escalation techniques to ensure the use of restraints is only used as a last resort. The Conewago Valley School District administrators, teachers, and support staff were all trained in de-escalation techniques prior to the start of the 2022-23 school year. CVSD continues to provide recertification training for administrators, various teachers, instructional aides, and PCAs through Safe Crisis Management and Safety Care. All of our school psychologists and school counselors have participated in the Comprehensive School Threat Assessment training with Dewey Cornell, along with all administrators, the Director of Special Education, the Supervisor of Special Education, the Director of Safety and Communication and our School Security Officer. The district, in conjunction with the district-wide Threat Assessment Team, has also adopted procedures to follow in the event that a threat assessment is needed. If a threat is made by a student, a comprehensive assessment is conducted to determine if the threat is transient or substantive and whether to develop a safety plan or any other additional plan for support. This plan may include recommendations for services and/or interventions to assist the involved student. If a plan is developed, it is implemented and reviewed as appropriate for student success. The district also works closely with community agencies such as Mental Health/Intellectual Developmental Disabilities, True North Wellness Services, PA Counseling Services, Children and Youth Services, partial hospitalization programs, Laurel Life, and Juvenile Probation Officers.

3. Describe the district positive school wide support programs.

The district has put into place the foundation and belief that school-wide positive behavior supports can and do reduce discipline incidents, increase school attendance, and address the needs of many students in a more systematic approach. Training was supported by the Lincoln Intermediate Unit and topics included reinforcing the expectations at all buildings to include their SWPBIS plan. Principals from each building meet with their PBIS team, including the school psychologist/PBIS coach, to discuss progress in the implementation of the SWPBIS framework and to ensure consistency across grade levels in each building. All schools use the District-wide PBIS System where Colonials take CHARGE. This system is based on guiding principles and school-wide rules such

as being Committed, Honest, Adaptable, Respectful, Generous, Engaged. Typical behavior management strategies such as using behavior cards as well as Check In/Check Out, picture schedules and other strategies designed by the child's teacher, school counselor, and/or school psychologist address students whose needs can be met at a Tier 1 or Tier 2 level. When a student is identified as having behaviors that interfere with learning and go beyond Tier 1 or Tier 2 level, the building level intervention teams meet to determine if a Functional Behavior Assessment and a Positive Behavior Support Plan is needed. The team will develop, implement, and revise the plan as necessary to help the student find success. The buildings use various positive reinforcements such as drawings for prizes, lunch with the teacher, movies, computer time, etc.

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

Individual developmental counseling sessions can satisfy the particular needs of students, which may appear as they develop and grow. Concerns appropriately addressed by individual counseling may include peer-related difficulties, academic problems, decision-making, and problem-solving skills. Behavioral concerns are often addressed, as school counselors guide and encourage students to reflect on feelings and behavior patterns. Working together with the student, counselors offer insight and support to help students manage feelings and emotions in a healthy manner. School counselors offer various social skills groups, peer support, and emotional literacy groups. The district also works closely with community agencies such as Mental Health/Intellectual Developmental Disabilities, True North Wellness Services, PA Counseling Services, Children and Youth Services, Collaborating for Youth, Children's Advocacy Center, partial hospitalization programs, Laurel Life, and Juvenile Probation Officers.

5. Describe the district restraint procedure.

District policy 113.2 (Behavior Support) is to be followed when it comes to restraint procedures. Various administrators and teachers were trained in Safe Crisis Management (SCM) along with various instructional aides and PCAs who work with high-needs students who have been trained in Safety Care. These various trainings took place during the 2023-24 school year. Each year, the staff will be re-certified in their de-escalation and restraint training. Additionally, Board Policy is aligned with provisions from IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, are tried. In the event that a student is physically restrained, the Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change

of placement to address the student's behavioral needs.

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 CVSD does not have any hard-to-place students. However, the District does have a working relationship in regard to such matters with the Intermediate Unit #12 Interagency Coordinator and the District would notify the Coordinator if assistance was needed with a hard-to-place student. The Intermediate Unit #12 Liaison would arrange an interagency meeting to include all agencies that can provide support to the student. The IEP team members meet to review the student's IEP to determine if the student's needs can and are being met in the current placement. If needed, the IEP team will make changes to the current IEP. If the IEP team determines that the students' needs cannot be met in the current placement or other public school setting, other placement, etc. the team will determine a more appropriate placement at that time. Ensuring FAPE to students identified as having significant emotional disturbances and in need of full-time educational placements is an ongoing concern for the CVSD and has been a concern for neighboring districts in Adams County. Contracting services from IU #12 have provided part-time and full-time educational placements. However, the availability of therapeutic emotional support placements continues to present a challenge for the district and the IU. The mental health of the special education student who has significant emotional issues and presents a danger to themselves or others proves to be the most challenging for the district. Hospitalization or a partial therapeutic setting is often the recommendation. However, there are students who need an educational program with an intensive therapeutic component that is not there in the continuum of services of emotional support programs, a partial program or hospitalization. It is these students who are hard to place. Finding appropriate placement options for these students with severe mental health and behavioral issues is difficult due to the gaps in the mental health services in our county and the lack of a facility that can address their needs. Multiple disabilities also present a difficult challenge in fulfilling transition requirements. IU#12 provides excellent programs for multi-disabled students utilizing job-site placements. In the past, our district has had several multi-disabled students who needed the option of a group home, but the availability of group homes is non-existent in Adams County and crowded in neighboring counties. Students with autism are successfully included in regular education classrooms with itinerant or supplemental speech or learning support services. The IU Speech Language Specialists, OTs, and PTs assigned to our district also provide support to regular classroom teachers and learning support teachers with strategies to be used in the classroom and with social skills training and groups. The district has seven LIU contracted autistic support

fair share classrooms, primary and intermediate elementary, middle, and high school for students who require more support. With the neighboring school districts and the allowance of fair share classes in their buildings, there are a variety of options open for students. This has become more difficult since the COVID pandemic as classrooms are filling up with students in need. Three local districts have also developed a consortium to share services and resources. Conewago Valley School District is sharing services with local schools in an effort to keep students in one district for their school career. The district has previously utilized the services of the Adams County Child and Adolescent Service System Program (CASSP) until it was terminated in Adams County. Agency involvement with MH/IDD, mental health providers such as PA Counseling, TrueNorth, Laurel Life, and Youth Advocate Program continue to occur. The high school learning support teachers work closely with the Office of Vocational Rehabilitation (OVR) when designing the transition plans for identified students. The district will also contact Regional Interagency Coordinators at PaTTAN for any Cordero-type placements. School district administrators and school counselors are familiar with placement procedures and needed paperwork to help make placements happen in a timely manner. They work closely with the Special Education Department as well as teachers, parents, and students to maintain students in their building to the best of their abilities.

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	2	Elementary	District
Paraprofessionals	15	District Wide	District
Paraprofessionals	11	District Wide	Contractor
Guidance Counselor	9	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor

Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	Secondary	Contractor

Signatures & Affirmations

Approval Date

2024-04-08

Uploaded Files

CVSD Affirmation Statement for Spec Ed Comp Plan.pdf CVSD Special Education Affirmation 4.8.2024.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Sharon A. Perry

Date

2024-07-27