

Profile and Plan Essentials

LEA Name		AUN
Conestoga Valley SD		113361703
Address 1		
502 Mount Sidney Road		
Address 2		
City	State	Zip
Lancaster	PA	17602
Director of Special Education Name		
Robin Hamme		
Director of Special Education Email		
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Director of Special Education Phone Number		Director of Special Education Ext
717-397-2421		0018
Chief Administrator Name		
Dr Daniel Hartman		
Chief Administrator Email		
daniel_hartman@conestogavalley.org		

Special Education Students

Total Number of Students Receiving Special Education 749
School District Total Student Enrollment 3841
Percent of Students Receiving Special Education 19.5

Steering Committee

Name	Position/Role	Building	Email
Robin Hamme	Director of Special Education	Conestoga Valley SD	robin_hamme@conestogavalley.org
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School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
The district did not meet the target of 100% for post-secondary transition goals and services with a rate of 76.9% based on data from 2020-2021.
Action Plan and Timeline: During the 2025-2026 school year, the district is engaging in its cyclical Indicator 13 training in which the district completes the following: A survey on effective practices. (Timeline: September 2025)Provide sample IEPs from all case managers to IU 13 for review. (Timeline: October 2025)All secondary team members involved in post secondary transition participate in an asynchronous course on post secondary transition. (Timeline: February 27, 2026)Hold individual meetings between IU13 and each case manager to review findings and corrections. (Timeline: Winter/Spring 2026)Engage in targeted coaching related to post secondary transition. (Timeline: Spring 2026)
Action Plan and Timeline: At the Conestoga Valley School District, transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support students’ goals. The entire process is based on individual student’s needs, taking into account each student’s strengths, preferences, and interests. At the Conestoga Valley School District, transition can be thought of as a bridge between school programs and the opportunities of adult life,

including post secondary education or training, employment, independent living and community participation. The Conestoga Valley School District facilitates students' successful transition by using a six-step process to develop the IEP and guide the way for students, families, educators, and service providers; and prepare students to cross the "bridge" to adult life: 1. Use assessment to identify the student's post-secondary desired goals or vision 2. Describe the student's present levels of academic achievement and functional performance 3. Establish transition team partnerships 4. Design a transition plan that includes courses of study, services and activities 5. Determine measurable annual goals that address skill deficits and lead to post-secondary goals 6. Monitor progress and adjust instruction based on data These steps represent a process that continues each year until graduation. When the student is ready to graduate or exit high school, the District provides a Summary of Academic Achievement and Functional Performance (SAAFP). The SAAFP contains a summary of the student's academic and functional performance, as well as recommendations for assisting the student in meeting post-school goals. It helps students to identify needed supports to achieve their post-school goals, to articulate individual strengths, and to better understand the impact of their disabilities as they enter adult life. (Timeline: Yearly)

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

Data indicates that we did not meet the target for participation on statewide assessments for students with IEPs for grade 8 (ELA and math) and grade 11 math. The grade 8 participation rate was .2% below the participation target and the grade 11 math participation rate was 2.8% below the target. While the Conestoga Valley School District exceeds PA State participation rates in all areas, we did not meet the 95% target. The Conestoga Valley School District will continue to make all statewide assessments available to all students. Additionally, the district did not meet the gap in proficiency rates for children with individualized education programs (IEPs) and all students against grade level academic achievement standards for grades 4, 8, and 11 in ELA and math.

Action Plan & Timeline: Strategies that will be utilized to support student participation include: Share resources provided by Pennsylvania Department of Education (i.e. the parent letter updated and distributed annually and other resource materials available on the PDE website) as they are provided to Local Education Agencies and updated on the website, related to the importance of state assessments and the impacts of participation and while supporting the individual rights of students and families. (Timeline: Annually as provided by PDE) Provide staff training as required by Pennsylvania Department of Education related to supporting teachers with test preparation and proctoring. (Timeline: Annually, as provided by PDE) Continue to work with families who have questions related to the state assessments to build strong trusting relationships and to positively encourage participation by educating families on the impacts to staff, schools and districts. (Timeline: Ongoing, as parents ask questions or share concerns)

Action Plan and Timeline: Strategies that will be utilized to decrease the gap in proficiency rate between students with IEPs and all students against grade level standards: Professional development for special educators on data-driven decision making when establishing baseline data, determining interventions, and determining educational placement. (Timeline: 2025-2027) Professional development for special educators on providing intervention based on instructional levels and instruction based on grade level

standards with accommodations as determined by the IEP team. (Timeline: 2025-2027)Professional development for regular education teachers on inclusive practices and tier 1 instruction. (Timeline: 2026-2027) Continued Implementation of Data Meetings to review progress toward IEP goals and engage in professional dialogue about meeting students' needs. (Timeline: 2025-2029)

Education Environments (Indicator 5)

Improvement and Planning Activity
The district met the standard for educational environment for "Inside Regular Class 80% or More" and "In Other Settings," but did not meet the standard for "Inside the Regular Class Less than 40%" given the district's rate of 15.2% and the target of 9.1%. Since the previous special education plan, the district has decreased the percentage of students "In Other Settings" and has increased the percentage of students "Inside the Regular Class Less than 40%." The district continues to focus on determining the least restrictive environment for each student at the IEP team level, with a focus on access to the regular education environment. The district also routinely considers the educational placement options available to meet the needs of its students and seeks additional placement options within or outside of the district as needed.
Action Plan and Timeline: Strategies that will be utilized to address educational placement: Professional development for special educators on data-driven decision making when establishing baseline data, determining interventions, and determining educational placement. (Timeline: 2025-2027)Professional development for special educators on providing intervention based on instructional levels and instruction based on grade level standards with accommodations as determined by the IEP team. (Timeline: 2025-2027)Professional development for regular education teachers on inclusive practices and tier 1 instruction. (Timeline: 2026-2027) Continued Implementation of Data Meetings to review progress toward IEP goals and engage in professional dialogue about meeting students' needs. (Timeline: 2025-2029)

Parent Involvement (Indicator 8)

Improvement and Planning Activity
The district did not meet the state target for "School Facilitated Parent Involvement" with a rate of 43%. While the district exceeded the state rate of 40.7%, it was below the target of 47.9%.
Action Plan and Timeline: The district will prioritize parent involvement in all educational decision-making for eligible students. The district will continue to connect parents to educational advocates and community resources. The district will also continue to grow and build its parent training and resource website started in 2025 to support parental involvement. (Timeline: 2025-2029)

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your School 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.)

The Conestoga Valley School District does not have a Section 1306 facility within our geographic boundaries. However, if the district were a host district for a 1306 facility, the district would follow all appropriate regulations of PA Code applicable to the education of students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, drug and alcohol treatment centers, and detention homes. Non-Educational Placement School-age children are sometimes placed in residential programs for reasons not related to the child's educational needs. This may occur, for example, under the auspices of a county Mental Health/Intellectual Disabilities (MH/ID) program agency, children and youth agency, or through a local court. The PA Public School Code considers these residential programs for the care or training of the children and youth who reside in children's institutions. Children's institutions under 22 PA Code § 11.18 include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. The educational rights of students who are residing in a children's institution whose parents are not residents of the school district in which the institution is located are set out in the PA Public School Code under 24 P.S. § 13-1306, and the students are referred to as § 1306 students. When a non-educational placement is made, such a placement is presumed to determine where the child lives and where the child may receive non-educational services. This residential placement is not presumed to determine where the child will be educated. Rather, the presumption is that the student will receive their education in a regular public school unless the parents/guardians and appropriate public officials determine that such an educational placement is unwise for the child or improper. In the case of a child with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided. There are, of course, legitimate reasons that would overcome the presumption of education in a regular school. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons that are part of a court order. Security and safety of the child are also important parts of some placements made by other systems. Also, the treatment needs of some children placed by children and youth or a MH/ID program agency may be incompatible with educating the child at any site other than at the therapeutic treatment site. Host School District Responsibilities Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: Alternative Education for Disruptive Youth Enrollment of Students. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15. Child Find Responsibility In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If

a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. Educational Decision-Makers If neither the parent of a child who is eligible or thought-to-be-eligible for special education nor an individual who meets the definition of parent per 34 CFR § 300.30 Parent can be located, the host school district must appoint a surrogate parent per 34 CFR § 300.519 Surrogate parents. Transferring Students During the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14, 15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs. Resident School District Responsibilities The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Payments regarding non-resident students must be made in accordance with the BEC entitled Nonresident Students in Institutions. (24 P.S. § 13-1306) Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. As the host district, we would certify that special education teachers are certified to provide special education services.

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

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

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
1. **Describe the system of oversight the School District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered a free, appropriate public education (FAPE).**

Least Restrictive Environment

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

The most recent SEDR report, based on December 2023 data, includes the following educational placement data:

						Conestoga Valley		
%State %	Target %	SE in the Reg Class	80% or more	65.7	61.7	63.2	SE in the Reg Class	40% or less
15.2	10.3	9.1	SE in other settings	3.8	4.4	4.8	A review of the data above as compared to the data in the previous special education plan has revealed	

that the district has continued to increase the percentage of students educated in the regular education class 80% or more, and has decreased the percentage of students educated in the regular education class 40% or less and in other settings. However, the district needs to continue to reduce the percentage of students educated in the regular class 40% or less.

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

Academic Needs: The School District addresses the academic needs of all students through a Multi-Tiered System of Supports (MTSS) framework that emphasizes strong universal (Tier 1) instructional practices and proactive supports within general education learning environments. At the universal level, all students have access to high-quality, standards-aligned core instruction. Instructional practices emphasize flexible methods of engagement, representation, and expression to reduce barriers and ensure accessibility for diverse learners. Teachers routinely differentiate instruction through flexible grouping, scaffolded supports, varied instructional materials, and adjusted pacing based on student need. Universal academic supports also include: Consistent use of evidence-based instructional practices in literacy and mathematics Classroom-based accommodations such as preferential seating, visual supports, graphic organizers, assistive technology, and structured routines Ongoing formative assessment and benchmark screening to monitor student progress and identify emerging needs early Data-informed instructional planning at the classroom, grade-level, and building levels through established MTSS team structures Collaborative problem-solving and coaching to support teachers in adjusting instruction and learning environments responsively These universal practices ensure that accommodations and supports are embedded within Tier 1 instruction whenever possible, reducing the need for more intensive interventions and promoting equitable access to learning for all students. **Social/Emotional Needs:** The Conestoga Valley School District has offered trauma training to staff since 2020 and the district currently has a social-emotional-trauma (SET) specialist for K-5. Restorative practices are being developed at the secondary level and through the SET specialist at the elementary level. Two Board Certified Behavior Analysts (BCBAs) conduct observations, meet with staff to draft and review/revise behavior plans. They also provide training and coaching to teachers and paraprofessionals. The district has contracted with SPEC to develop K-12 Positive Behavior Intervention Support (PBIS) since August 2022. The District transitioned to IU13 TAC support in January 2026. We are in Stage 3, have been recognized for Tier 1 fidelity, and are currently working on Tier 2 fidelity. The district contracts with PA Counseling through the Lancaster County Drug and Alcohol Commission for our Student Assistance Program (SAP). The clinician from PA Counseling provides program support and assessments for at-risk students. The SAP teams are at all levels and include administrators, school counselors, school nurses, school social worker, classroom teachers and PA Counseling clinician. The primary goal of our program is to remove barriers to learning. The SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school, and to make recommendations to assist the student and parent/guardian. The district has also contracted with local agencies and companies to provide school based mental health services at all levels for students who have access insurance and private pay insurance.

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

Conestoga Valley has made considerable efforts in recent years to increase the continuum of supports for students with IEPs. Offering more levels of programming and support options increases the likelihood of students accessing the general education curriculum. The continuum development is reviewed by the School Board yearly since April 2020 and can be located in the School Board Notes on the Conestoga Valley Website. The District currently is receiving consultation and comprehensive support by Angela Kirby Wier, (LS) Stacey Cherney (ES), PA Autism Initiative (AS) and Dyane Lewis Carrere (ES). The district received TaC support by Stephanie Baker for Supporting IEPs within the general education environment. The district encourages all students to participate in extra-curricular activities. Special transportation, interpreters, accommodations and other areas of support are all provided when requested. The district provides supplementary aides and services to students while in the general education environment through general education teachers, special education teachers, classroom monitors, and paraprofessionals. The Framework for Access and Belonging (FAB) with Supplementary Aids and Services, developed by PaTTAN and the Bureau of Special Education may be utilized for team planning. This planning tool can be accessed on: <https://www.youtube.com/watch?v=4PXL0KWsvDE>

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

The district encourages all students to participate in extra-curricular activities. Special transportation, interpreters, accommodations and other areas of support are all provided when requested. Additionally, the high school also offers unified track. The district provides supplementary aides and services to students while in the general education extracurricular environment when requested. The Framework for Access and Belonging (FAB) with Supplementary Aids and Services, developed by PaTTAN and the Bureau of Special Education may be utilized for team planning. This planning tool can be accessed on: <https://www.youtube.com/watch?v=4PXL0KWsvDE>

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**
The Conestoga Valley School District aims to educate students with disabilities in the same school they would attend if non-exceptional. It is only after an IEP team has determined that district programming is not appropriate to meet a student's needs that the District will consider placement in another special education setting. The Conestoga Valley School District considers the full range of placement options, while maintaining strong and appropriate least restrictive environment (LRE) practice, and ensures a free, appropriate public education (FAPE) for all students. For students placed in other special education settings, the Director of Special and Gifted Education maintains regular communication with the staff and parents of the students. The expectation is always to integrate a student back into his/her neighborhood school when IEP data reveals this would ensure FAPE. Additionally, students in other settings are encouraged to continue or begin participation in extracurricular activities within the district or within the host district. Transportation and accommodations are arranged accordingly with partnership with the athletic trainer, club lead, or other activity lead contact.
6. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**
The district expects to continue to expand autistic support options at the secondary level as our students from the autistic support classrooms age and move into the middle and high school levels.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Central Education Center	Other	Intermediate Unit	IU13	Emotional Support	4
Donegal High School	Other	IU operated program in other public school	IU13	Autistic Support	1
Salisbury Elementary	Other	IU operated program in other public school	IU13	Autistic Support	1
Central Education Center	Other	Intermediate Unit	IU13	Autistic Support	1
Learning Center	Other	Intermediate Unit	CCIU	Learning Support	1
Garden Spot High School	Other	Neighboring Public School	Eastern Lancaster County School District	Autistic Support	2
New Story School Lancaster	Licensed Private Academic		New Story Schools	Autistic Support	8
New Story School Lancaster	Licensed Private Academic		New Story School	Emotional Support	2
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	5
School Based Partial	Other	Intermediate Unit	IU 13	Emotional Support	2
Moravian Manor Work Immersion	Other	Intermediate Unit	IU 13	Life Skills Support	1
Merakey	Licensed Private Academic		Merakey	Autistic Support	1
Lampeter Strasburg High School	Other	Intermediate Unit	IU 13	Emotional Support	2

Instruction in the Home	Other	Intermediate Unit	IU 13	Multiple Disabilities Support	1
Manheim Central Middle School	Other	Intermediate Unit	IU 13	Autistic Support	1

Positive Behavior Support

Date of Approval

2025-03-17

Uploaded Files

BoardDocs® LT.pdf

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

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

2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

Low incidence special education teachers and other staff that may support these programs are scheduled for Crisis Prevention Institute Nonviolent Interventions every two years to maintain certification. This program focuses on de-escalation and crisis prevention as well as providing safe techniques should the restraint of students be necessary if they are a danger to self and/or others. Additional professional development opportunities have occurred on the topics of positive behavioral supports and how to respond to behaviors of concern, writing positive behavior support plans, and data analysis. Crisis Prevention Institute Verbal Intervention was offered to all staff last summer as a professional development opportunity. The Conestoga Valley School District has a social-emotional-trauma (SET) specialist for k-5. Restorative practices are being developed at the secondary level and through the SET specialist at the elementary level. Board Certified Behavior Analysts (BCBAs) conduct observations and meet with staff to review/revise behavior plans. They also provide training and coaching to teachers (both special education and general education) and paraprofessionals.

3. **Describe the School District's positive school wide support programs.**

The Conestoga Valley School District has contracted with SPEC to develop k-12 Positive Behavior Intervention Support (PBIS) since August 2022. The District transitioned to IU13 TAC support in January 2026. We are in Stage 3, have been recognized for Tier 1 fidelity, and are currently working on Tier 2 fidelity.

4. **Describe the School District's school-based behavior health services.**

The Conestoga Valley School District contracts with PA Counseling through the Lancaster County Drug and Alcohol Commission for our Student Assistance Program (SAP). The clinician from PA Counseling provides program support and assessments for at-risk students. The SAP teams are at all levels and include administrators, school counselors, school nurses, school social worker, classroom teachers and PA Counseling clinician. The primary goal of our program is to remove barriers to learning. The SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school, and to make recommendations to

assist the student and parent/guardian. The district has also contracted with local agencies and companies to provide school based mental health services at all levels for students who have Access insurance and private pay insurance.

5. **Describe the School District's restraint procedure.**

The use of physical restraints is outlined in Board Policy 113.2 attached above. Restraints may only be used "when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective." Title 22 Sec. 14.133. Identified staff are trained in Crisis Prevention Institute Nonviolent Crisis Intervention and utilize trained and approved techniques identified in the training handbook. If a restraint occurs, the parents/guardians are notified, and an IEP meeting is scheduled within 10 days of the use of restraint unless the parent signs a waiver agreeing to waive the IEP meeting. At the meeting, the IEP team determines if the IEP needs revised in any way to reflect additional supports or services needed, if a Functional Behavioral Assessment is warranted, if the Positive Behavior Support Plan needs revised, or if any program or placement changes need to occur.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

We do not have any students at risk of waiting more than 30 days for a placement at this time. Given that circumstance, we would document all attempts to identify a placement and consult with the interagency coordinator for support.

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	2	Elementary	District
School Psychologist	2	Secondary	District
Social Worker	1	Elementary	District
Social Worker	2	Secondary	District
Behavior Specialist	1	Elementary	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	4	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	4	Elementary	District
Guidance Counselor	8	Secondary	District
Paraprofessionals	99	District Wide	Contractor
Behavior Specialist	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Autism Initiative			
Lead Person/Position		Year of Training	
PaTTAN		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	14	PaTTAN	Other

Description of Training			
PaTTAN Autism Initiative			
Lead Person/Position		Year of Training	
PaTTAN		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	8	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
IU 13 Autism Training			
Lead Person/Position		Year of Training	
IU 13		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	8	Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
CPI			

Lead Person/Position		Year of Training	
CVSD Consultants		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	6	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
PATTAN Autism Initiative			
Lead Person/Position		Year of Training	
PATTAN		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	PaTTAN	Paraprofessionals

Description of Training			
CPI			
Lead Person/Position		Year of Training	
CVSD Consultants		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	6	District	Paraprofessionals

Description of Training

ES Best Practices			
Lead Person/Position		Year of Training	
PATTAN Emotional Support Initiative & CVSD Consultants		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	10	District PaTTAN	Paraprofessionals

Description of Training			
SOSL New Hire Trainings			
Lead Person/Position		Year of Training	
SOSL		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training			
SOSL Yearly Paraprofessional Trainings			
Lead Person/Position		Year of Training	
SOSL		2026 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	Other	Paraprofessionals

Description of Training			
SOSL Credentials of Competency for Paraprofessionals Who Are Not Highly Qualified			
Lead Person/Position		Year of Training	
SOSL		2026 2027 2028	

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
20	1	District Other	Paraprofessionals

Transition

Description of Training			
IU13 Transition Coordinating Council			
Lead Person/Position		Year of Training	
Transition Lead Teacher/CVSD Consultant		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	Special Education Teachers

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
IU 13		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Indicator 13 File Review			
Lead Person/Position		Year of Training	
IU 13		2026	
Hours Per Training	Number of Sessions	Provider	Audience

.5	1	Intermediate Unit	Special Education Teachers Other
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Description of Training			
Transition Programming Best Practices			
Lead Person/Position		Year of Training	
CVSD Consultants		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	Special Education Teachers Other

Science of Literacy

Description of Training			
Chapter 49 Structured Literacy Refresher			
Lead Person/Position		Year of Training	
CVSD Reading Specialists		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Special Education Teachers Other

Description of Training			
The Science of Writing - Implications for K-5 Curriculum			
Lead Person/Position		Year of Training	
CVSD Reading Specialists		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	General Education Teachers Special Education Teachers

			Other
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Description of Training			
Pathways to Proficient Reading			
Lead Person/Position		Year of Training	
Assistant to the Superintendent Elementary		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	7	Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Science of Literacy District PLC			
Lead Person/Position		Year of Training	
Director of Special Education and Director of Academic Support		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit	General Education Teachers Special Education Teachers Other

Description of Training			
Science of Literacy Building PLC			
Lead Person/Position		Year of Training	
CVSD PLC Team		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District	Special Education Teachers Other

Description of Training			
Science of Literacy PLC			

Lead Person/Position		Year of Training	
Director of Special Education and Director of Academic Support		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit	Central Office Administrators Special Education Teachers Other

Parent Training

Description of Training			
Kindergarten Express Stop 1			
Lead Person/Position		Year of Training	
Building Principals and Identified Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District	Parents

Description of Training			
Family Academic Night: Elementary and Middle Schools			
Lead Person/Position		Year of Training	
Building Principal		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training		Year of Training	
Lancaster-Lebanon Right to Education Task Force			
Lead Person/Position		Year of Training	
IU13 and Right to Education Task Force		2026 2027	

		2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Parents

Description of Training			
Parent Resources and Trainings from Outside Providers Advertised on CVSD Website			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Kindergarten Express: Stop 6			
Lead Person/Position		Year of Training	
Building Principals and Identified Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District	Parents

IEP Development

Description of Training			
Education Benefit Review			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education, CVSD Consultants		2026	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	Special Education Teachers Other
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Description of Training			
Best Practices in IEP Development			
Lead Person/Position		Year of Training	
Director of Special and Gifted Education, CVSD Consultants		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers Other

Description of Training			
Data Driven Decision Making: Baseline Data, Goal Setting, Intervention			
Lead Person/Position		Year of Training	
Director of Special Education, CVSD Consultants		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District	Special Education Teachers Other

Description of Training			
Intervention and Instruction			
Lead Person/Position		Year of Training	
Director of Special Education, CVSD Consultants		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	2	District	Special Education Teachers Other

Description of Training			
Inclusive Practices			

Lead Person/Position		Year of Training	
CVSD Consultants		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

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

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUIT1	Secondary	Full-time (1.0)	02/01/2026 02:13 PM

Building Name			
Conestoga Valley SHS			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Secondary	15 to 15	
Age Range Justification			FTE %
			0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUES1	Secondary	Full-time (1.0)	02/01/2026 02:11 PM

Building Name			
Conestoga Valley SHS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Secondary	15 to 17	
Age Range Justification			FTE %
			0.1

Building Name			
Conestoga Valley SHS			
Support Type			
Emotional Support			

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 16
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUMDS1	Secondary	Full-time (1.0)	02/01/2026 02:09 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL5	Multiple	Full-time (1.0)	01/23/2026 08:42 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %

			0.09
Building Name			
Smoketown El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			0
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	0 to 0	
Age Range Justification			FTE %
			0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS12	Secondary	Full-time (1.0)	01/19/2026 09:42 PM

Building Name			
Gerald G Huesken MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			10
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	13 to 14	
Age Range Justification			FTE %
			0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS11	Secondary	Full-time (1.0)	01/19/2026 09:41 PM

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.16

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS10	Secondary	Full-time (1.0)	01/19/2026 09:39 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEES4	Secondary	Full-time (1.0)	01/19/2026 09:38 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEES3	Secondary	Full-time (1.0)	01/19/2026 09:37 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.1

Building Name			
Gerald G Huesken MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			4
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	11 to 12	
Age Range Justification			FTE %
			0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEAS3	Secondary	Full-time (1.0)	01/19/2026 09:35 PM

Building Name			
Gerald G Huesken MS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			10
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 14	
Age Range Justification			FTE %
			0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEAS2	Secondary	Full-time (1.0)	01/19/2026 09:34 PM

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

Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.38

Building Name		
Gerald G Huesken MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELSS2	Secondary	Full-time (1.0)	01/23/2026 08:28 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Gerald G Huesken MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEFO4	Secondary	Full-time (1.0)	01/19/2026 09:30 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.45

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEFO3	Secondary	Full-time (1.0)	01/19/2026 09:28 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS9	Secondary	Full-time (1.0)	01/19/2026 09:27 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS8	Secondary	Full-time (1.0)	01/19/2026 09:26 PM

Building Name			
Gerald G Huesken MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		17	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 13	
Age Range Justification		FTE %	
		0.34	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS7	Secondary	Full-time (1.0)	01/19/2026 09:25 PM

Building Name			
Gerald G Huesken MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		20	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	11 to 12	
Age Range Justification		FTE %	
		0.4	

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS6	Secondary	Full-time (1.0)	01/19/2026 09:23 PM

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.36

Building Name		
Gerald G Huesken MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS6	Elementary	Full-time (1.0)	02/01/2026 02:24 PM

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.08

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.25

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS8	Elementary	Full-time (1.0)	02/01/2026 02:23 PM

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.36

Building Name		
Smoketown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.02

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS7	Elementary	Full-time (1.0)	01/19/2026 09:17 PM

Building Name			
Smoketown El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 11
Age Range Justification			FTE %
			0.08

Building Name			
Smoketown El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			22
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 11
Age Range Justification			FTE %
			0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELES4	Elementary	Full-time (1.0)	01/19/2026 09:14 PM

Building Name			
Smoketown El Sch			
Support Type			
Emotional Support			

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Smoketown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Smoketown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.3

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS5	Elementary	Full-time (1.0)	01/23/2026 08:26 PM

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.38

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL6	Elementary	Full-time (1.0)	02/01/2026 02:22 PM

Building Name			
Smoketown El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support		Case Load	
Itinerant (20% or Less)		30	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 11	
Age Range Justification		FTE %	
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.46	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELES3	Elementary	Full-time (1.0)	01/19/2026 09:07 PM

Building Name			
Smoketown El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support		Case Load	
Full-Time (80% or More)		1	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 8	
Age Range Justification		FTE %	
		0.12	

Building Name			
Smoketown El Sch			

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Smoketown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Smoketown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Smoketown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESL1	Secondary	Full-time (1.0)	01/23/2026 08:30 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Gerald G Huesken MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	0 to 0
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELSS1	Secondary	Full-time (1.0)	02/01/2026 02:30 PM

Building Name

Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Waiver statements are used for students beyond the allowable age range.		0.13

Building Name		
Conestoga Valley SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEFO2	Secondary	Full-time (1.0)	02/01/2026 02:43 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Waiver statements are used for students beyond the allowable age range.		0.45

Building Name			
Conestoga Valley SHS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Full-Time (80% or More)			1
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	14 to 14	
Age Range Justification			FTE %
			0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEFO1	Secondary	Full-time (1.0)	02/01/2026 02:43 PM

Building Name			
Conestoga Valley SHS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Full-Time (80% or More)			1
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	18 to 18	
Age Range Justification			FTE %
			0.08

Building Name			
Conestoga Valley SHS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			11
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	14 to 18	
Age Range Justification			FTE %
			0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEES2	Secondary	Full-time (1.0)	01/19/2026 08:47 PM

Building Name			
Conestoga Valley SHS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%)		6	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	15 to 17	
Age Range Justification		FTE %	
		0.3	

Building Name			
Conestoga Valley SHS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support		Case Load	
Itinerant (20% or Less)		3	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	16 to 18	
Age Range Justification		FTE %	
		0.06	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEES1	Secondary	Full-time (1.0)	01/19/2026 08:46 PM

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

Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Conestoga Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Conestoga Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SEAS1	Secondary	Full-time (1.0)	01/23/2026 08:25 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS5	Secondary	Full-time (1.0)	01/19/2026 08:42 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.4

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS4	Secondary	Full-time (1.0)	01/19/2026 08:40 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS3	Secondary	Full-time (1.0)	01/19/2026 08:37 PM

Building Name		
Conestoga Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS2	Secondary	Full-time (1.0)	01/19/2026 08:36 PM

Building Name			
Conestoga Valley SHS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		18	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	15 to 17	
Age Range Justification		FTE %	
		0.36	

Building Name			
Conestoga Valley SHS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%)		3	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	15 to 18	
Age Range Justification		FTE %	
		0.15	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS1	Secondary	Full-time (1.0)	01/19/2026 08:34 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

Building Name		
Conestoga Valley SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELES2	Elementary	Full-time (1.0)	01/19/2026 08:32 PM

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.14

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELES1	Elementary	Full-time (1.0)	01/23/2026 08:44 PM

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Leola El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS6	Elementary	Full-time (1.0)	02/01/2026 02:37 PM

Building Name		
Leola El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.16

Building Name		
Leola El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Leola El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.33

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS5	Elementary	Full-time (1.0)	01/23/2026 08:44 PM

Building Name			
Leola El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			7
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 11	
Age Range Justification			FTE %
			0.14

Building Name			
Leola El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			8
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 11	
Age Range Justification			FTE %
			0.4

Building Name			
Leola El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 9	

Age Range Justification	FTE %
	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL4	Elementary	Full-time (1.0)	02/01/2026 02:37 PM

Building Name			
Leola El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			18
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 11	
Age Range Justification			FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.			0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS4	Elementary	Full-time (1.0)	01/19/2026 08:22 PM

Building Name			
Brownstown El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Full-Time (80% or More)			8
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 7	
Age Range Justification			FTE %
			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS3	Elementary	Full-time (1.0)	01/19/2026 08:21 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.75

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS2	Elementary	Full-time (1.0)	01/19/2026 08:20 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.5

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELAS1	Elementary	Full-time (1.0)	01/23/2026 08:44 PM

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS4	Elementary	Full-time (1.0)	02/01/2026 02:34 PM

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.2

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.15

Building Name		
Brownstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL3	Elementary	Full-time (1.0)	02/01/2026 02:35 PM

Building Name

Brownstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL2	Multiple	Full-time (1.0)	02/01/2026 02:35 PM

Building Name		
Brownstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.4

Building Name		
Fritz El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	0 to 0
Age Range Justification		FTE %
		0

Building Name			
Gerald G Huesken MS			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			0
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	0 to 0	
Age Range Justification			FTE %
			0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS3	Elementary	Full-time (1.0)	02/01/2026 02:33 PM

Building Name			
Fritz El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 9	
Age Range Justification			FTE %
			0.08

Building Name			
Fritz El Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	7 to 8	
Age Range Justification			FTE %
			0.04

Building Name		
Brownstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.1

Building Name		
Smoketown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLSS1	Elementary	Full-time (1.0)	01/23/2026 08:44 PM

Building Name		
Fritz El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %

	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS2	Elementary	Full-time (1.0)	01/19/2026 08:01 PM

Building Name			
Fritz El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		17	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 12	
Age Range Justification		FTE %	
		0.34	

Building Name			
Fritz El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support		Case Load	
Itinerant (20% or Less)		2	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	10 to 11	
Age Range Justification		FTE %	
		0.17	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELFO2	Elementary	Full-time (1.0)	02/01/2026 02:29 PM

Building Name			
Fritz El Sch			
Support Type			
Learning Support			
Support Sub-Type			

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Waiver statements are used for students beyond the allowable age range.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELFO1	Elementary	Full-time (1.0)	01/19/2026 07:57 PM

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELSL1	Elementary	Full-time (1.0)	02/01/2026 02:27 PM

Building Name		
Fritz El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %

The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.	0.43
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELLS1	Elementary	Full-time (1.0)	02/01/2026 02:27 PM

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.36

Building Name		
Fritz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Fritz El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
The age range represents the entire caseload. Small groups are established based on instructional levels, intervention needs, and schedules. Students outside of the allowable age range are not educated together.		0.25

Special Education Facilities

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		211
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 27 feet, 0 inches	1026sqft	36
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		132
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		162
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 15 feet, 0 inches	345sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Brownstown 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
26 feet, 0 inches x 18 feet, 0 inches	468sqft	16
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

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

Assurance Check

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

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

Assurance Check

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

Special Education Facilities

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

Assurance Check

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

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

Assurance Check

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

Building Name		Room #
Fritz El Sch		121
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 18 feet, 0 inches	360sqft	12
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Fritz El Sch		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2023-03-29		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Fritz El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 9 inches x 14 feet, 0 inches	150sqft	5
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Fritz El Sch		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 7 inches	914sqft	32
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 34 feet, 6 inches	1207sqft	43
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 8 inches x 32 feet, 7 inches	1162sqft	41
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		245A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 3 inches x 10 feet, 5 inches	148sqft	5
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Fritz El Sch		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Leola 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
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Leola El Sch		200
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 30 feet, 0 inches	840sqft	30
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2024-08-26		
Uploaded Files		
Smoketown Elementary Room Number Map as of 7.31.24 (1).pdf		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2024-08-26		
Uploaded Files		
Smoketown Elementary Room Number Map as of 7.31.24 (1).pdf		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2024-08-26		
Uploaded Files		
Smoketown Elementary Room Number Map as of 7.31.24 (1).pdf		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2024-08-26		
Uploaded Files		
Smoketown Elementary Room Number Map as of 7.31.24 (1).pdf		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2024-08-26		
Uploaded Files		
Smoketown Elementary Room Number Map as of 7.31.24 (1).pdf		

Assurance Check

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

Building Name		Room #
Leola El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 30 feet, 0 inches	1020sqft	36
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Leola El Sch		100
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 30 feet, 0 inches	840sqft	30
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Brownstown El Sch		134
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2024-08-26		
Uploaded Files		

Assurance Check

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

Special Education Facilities

Building Name		Room #
Fritz El Sch		134
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 16 feet, 0 inches	256sqft	9
Implementation Date		
2024-10-18		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Brownstown El Sch		01-03
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 12 feet, 0 inches	120sqft	4
Implementation Date		
2023-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Brownstown El Sch		01-01
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 6 inches x 16 feet, 0 inches	216sqft	7
Implementation Date		
2023-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Leola El Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 6 inches x 23 feet, 3 inches	267sqft	9
Implementation Date		
2024-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		321
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 9 inches x 27 feet, 7 inches	958sqft	34
Implementation Date		
2025-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		324
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 25 feet, 11 inches	738sqft	26
Implementation Date		
2025-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Gerald G Huesken MS		A2-09
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 3 inches x 19 feet, 1 inches	176sqft	6
Implementation Date		
2025-08-01		
Uploaded Files		

Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction		No
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 #
Fritz El Sch		155
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2024-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		02-043A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 6 inches x 14 feet, 7 inches	167sqft	5
Implementation Date		
2025-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2025-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Smoketown El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2024-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		136
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 11 inches x 28 feet, 10 inches	862sqft	30
Implementation Date		
2024-08-01		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Conestoga Valley SHS		139
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2024-08-01		
Uploaded Files		

Assurance Check

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