

Central Valley School District

Special Education Plan

July 1, 2021 - June 30, 2024

(Extended Submission Timeline Due to COVID)

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 342
School District Total Student Enrollment 2237
Percent of Students Receiving Special Education 15.3

Steering Committee

Name	Position/Role	Building	Email
Erin Park	Director of Special Education	Central Valley SD	epark@centralvalleysd.net
Maryann Kostelic	Other	Central Valley HS	mkostelic@centralvalleysd.net
Christina Feragotti	Building Principal	Todd Lane El Sch	cferagotti@centralvalleysd.net
Kayse Hicks	Building Principal	Central Valley MS	khicks@centralvalleysd.net
Krista DiBiagio	Special Education Teacher	Central Valley MS	kdibiagio@centralvalleysd.net
Elisa McAlister	General Education Teacher	Center Grange Primary School	emcalister@centralvalleysd.net
Chelsea Costello	Special Education Teacher	Todd Lane El Sch	ccostello@centralvalleysd.net
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Jennifer Bechdel	General Education Teacher	Center Grange Primary School	jbechdel@centralvalleysd.net
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William King	General Education Teacher	Central Valley HS	wking@centralvalleysd.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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 Central Valley School District is not a host district to a 1306 facility at this time. Previously, The Central Valley School District was the host district for Gateway Rehabilitation Center and met its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility including IEP management and implementation, evaluations/re-evaluations, and progress monitoring through district programs or in Gateway Rehabilitation Center programs. Students participated in the Central Valley Online Academy, and a special education teacher visited the facility in order to implement IEP goals, progress monitor, and deliver specially designed instruction as outlined in individual IEPs. Student treatment plans were designed such that students were required to remain on-site at the facility at all times. The Central Valley School District assumed the responsibility to ensure that all students received a free and appropriate public education (FAPE) including appointing a surrogate if the student's parents were unavailable while they were placed in the 1306 facility.

When the District was notified that a student had been placed in Gateway, the Central Valley Central Registrar sent a request for records to the student's school district of residence. Additionally, a PDE 4605 Form was submitted. At times, the registration was delayed due to difficulty in obtaining accurate records from the home district. In this event, the central registrar faxed additional requests for records and made direct phone calls to the school to obtain as much information as possible and to expedite the receipt of records. Additionally, the special education administrative assistant contacted the special education department of the home school to determine if special education records existed and to obtain relevant documents.

Upon the receipt of records, the Special Education Supervisor reviewed the educational history of the student to confirm eligibility for special education and assigned a case manager. The case manager scheduled an IEP meeting to determine the appropriate educational placement always first considering education in the least restrictive environment. The IEP was reviewed and revised as necessary during an IEP Team meeting in order to meet student treatment program needs and to ensure the student received FAPE in the least restrictive environment while undergoing treatment. The Special Education Supervisor acted as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed supports and services were provided and FAPE was delivered to the student.

If the district became aware of a student through the district's child find process who was thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice, and a Procedural Safeguard Notice would be issued to the student, parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student was found to be eligible

and in need of special education, an invitation for an IEP meeting would be sent to the home district LEA and the student, parent/guardian, or surrogate. An IEP would be developed and a Notice of Recommended Educational Placement would be issued according to IDEA and Chapter 14 regulations. Should the District host a 1306 facility in the future, all of the above procedures will be reviewed and implemented.

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

When the District was notified that a student had been placed in Gateway, the Central Valley Central Registrar sent a request for records to the student's school district of residence. Additionally, a PDE 4605 Form was submitted. At times, the registration was delayed due to difficulty in obtaining accurate records from the home district. In this event, the central registrar faxed additional requests for records and made direct phone calls to the school to obtain as much information as possible and to expedite the receipt of records. Additionally, the special education administrative assistant contacted the special education department of the home school to determine if special education records existed and to obtain relevant documents.

If additional information was needed, the Special Education Supervisor would contact the Special Education Liason of the home district to discuss concerns. When the District was a host district for a 1306 facility, the Special Education Case Manager and Special Education Supervisor communicated with appropriate staff and family members outside the Central Valley SD to ensure that students received FAPE and to assist with a smooth transition back to the home district upon discharge from the treatment program. All updated paperwork was sent to the home district in a timely manner upon withdrawal including progress monitoring data, grades, and any other relevant information to assist with the student's transition. Should the District host a 1306 facility in the future, all of the above procedures will be reviewed and implemented.

Incarcerated Students Oversight

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

No

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

At this time, the Central Valley SD does not have a facility for incarcerated students within its jurisdiction. County facilities are located within the jurisdiction of the Hopewell Area SD. The district has an agreement with the Hopewell Area SD to provide all needed services for district students who are placed there and eligible for special education supports. The Special Education Supervisor collaborates with the teacher assigned to the Beaver County Jail to ensure that the student's IEP is followed and revised as needed. Collaboration also takes place to address concerns with post-secondary transition goals and needs to ensure that students remain on track to meet necessary requirements for graduation. When students are legally placed in facilities outside of Beaver County, the district fully cooperates to provide educational records. The district fully participates with appropriate agencies in all educational planning and ensures that all needed services are provided. When the student is transitioned back to his/her community, the district cooperates with all agencies and service providers to pave a smooth transition back to the home school district.

Least Restrictive Environment

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

The most recent data available through the Special Education Data Report, LEA Performance on State Performance Plan (SPP) Targets from the 2020-2021 school year indicate that enrollment data is not significantly disproportionate. The District has an overall special education percentage of 15.3% compared to the state average of 18.1%. The District's special education placements inside the regular class for 80% or more exceeds the state average of 62.1% and is less than the state average of 9.8% enrollment inside the regular education classroom less than 40% due to the District's commitment to providing special education supports within the least restrictive environment through the use of supplementary aids and services. The District's special education placements in other settings outside of the district are slightly below the state average of 4.7% with an out-of-district placement enrollment of 4.4%.

The District continues to provide training and additional support for teachers and staff to allow students to receive educational programming within our school buildings and the regular education classroom to the maximum extent possible. Because of this commitment to enhancing our in-district special education programs, the percentage of students needing to be serviced outside of the District has steadily been declining over the last few years. The Central Valley School District (CVSD) offers a full continuum of placement options. The placement procedures ensure that to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily include the following process:

- All available types of placement options are discussed and considered beginning with services provided in the regular education setting.
- Placement to a more restrictive environment outside the regular education environment is considered appropriate only when services can not be delivered appropriately in the regular education classroom with the use of supplementary aids and services.
- All placement decisions are made through the special education process and agreed upon at the student's IEP meeting with parent participation and student participation, when appropriate.
- The student's full range of needs is discussed and determined.
- All placement decisions are based on the educational needs of the student.

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

The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive kindergarten program, a Multi-Tier System of Supports (MTSS) program, cyber education for grades K-12, and has developed staff training within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Students receiving special education who enter school with identified needs are given all supplemental aids and services agreed upon at their transition meetings in the regular education environment. For students identified with developmental delays, two

extended 1/2 day Developmental Kindergarten sessions are available. If a student's needs exceed that of which can be provided in the half-day Kindergarten program, a student may be offered a half-day special education program in addition to a regular education placement in order to work on IEP goals. This extended time in both programs is devoted to developing academic, social, small/gross motor, and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful.

For students in grades K-5, a data driven instructional program (ASAP) is in place. This tiered intervention program replicates the MTSS model and provides additional instructional opportunities to regular education students. The ASAP program includes research and evidence-based interventions for math and reading which are taught by highly qualified teachers and/or reading specialists. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment. Child study teams are in place to refer students who are not making appropriate progress within the ASAP program for team meetings to review and revise interventions as needed. Such students may also be referred to the multi-disciplinary team (MDT) for a comprehensive special education evaluation to determine student needs and eligibility for special education supports.

The District networks with the Pennsylvania Positive Behavior Support Network to implement the behavior components of the MTSS model to students in grades K-8. The District has been recognized at the state level for implementing all three tiers of positive behavior supports for several years in a row. At the Tier 1 Level students are explicitly taught school-wide expectations to be followed in all school environments. A reward system is in place to provide positive feedback for students who meet such expectations. The School-Wide Positive Behavior Support Tier Two and Tier Three Teams in each building assign positive behavior supports and interventions to individual and/or small groups of students to assist in building the necessary skills that will allow students to access their learning environment and peers in a positive manner. Teachers complete a universal screener in order to identify students who are at risk for needing additional support for social and/or emotional needs, and a data team collects and reviews office discipline data in order to identify other students who are at risk to ensure that students have access to support at needed.

The District has also partnered with PaTTAN's Autism Initiative to dedicate two classrooms to provide verbal behavior programming to students with severe communicative and social delays as part of a collaborative approach between consultants, teachers, school staff, and families. The program utilizes research-based curriculum and programming to meet the wide array of needs of students with Autism and other disabilities who demonstrate communication needs as determined by research-based diagnostic tools. The Autism Initiative utilizes intensive teaching procedures that allow for students to demonstrate mastery of skills in multiple areas of verbalization, communication, and socialization areas which impact daily life and the ability to access academic curriculum. The program fosters data-driven decision-making to determine student progress and needs for successive programming both within the special education and regular education settings. Program procedures include applying specific teaching procedures to allow for general education curriculum to become accessible for students participating in the program. Classroom practices are reviewed by qualified personnel from PaTTAN twice per year to ensure growth, progress, and accountability for the program implementation within our classrooms to ensure that students are provided quality teaching and learning opportunities within the least restrictive environment.

The Central Valley Online Academy (CVOA) has been implemented in-district allowing students in grades K-12 to receive a free and appropriate education (FAPE) in the least restrictive environment when it has been determined that an alternate format of classroom instruction will enhance the educational performance of the student. The cyber education program includes support to regular education and special education students as needed. The IEP Team convenes to monitor and develop appropriate programming and supports. Regular and special education teachers work within the CVOA to ensure that appropriate accommodations and modifications are made to the curriculum when needed. Student progress is monitored and documented quarterly to ensure that individual needs and appropriate placement are addressed. Students are provided with the flexibility of choosing a full-time cyber education model of instruction or a blended model of instruction including access to the traditional classroom setting. The cyber curriculum provided is accredited, and instruction is delivered by certified teachers who are highly qualified.

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

All teachers are offered training opportunities as they become available through IU 27, PDE, and PaTTAN. In-house training occurs at weekly grade level meetings through teaming and workshops provided by administrators, district math and literacy instructional support staff, Title I, and special education staff. Training and Professional Learning Communities meet regularly to develop evidence-based interventions and to develop standards-based academic goals for students. This includes setting small learning communities within the classroom and utilizing all available support staff to develop differentiated methods of instruction to ensure the highest quality instruction takes place for all students. Individual student progress is monitored and reported back to the student's IEP or ASAP Team. All instruction as well as student response to intervention is documented and adjusted to the individual student's learning needs.

Special education teachers are provided common planning time on an ongoing basis with regular education teachers to assist in the development of differentiated instruction, curriculum modifications, and other needed accommodations. Special education teachers and paraprofessionals often push into regular education classrooms to support classroom teachers and students during instruction and guided practice opportunities. Special education staff is trained to make modifications to lessons and assignments to ensure that students are able to actively participate and that learning is meaningful. When a new curriculum is introduced, special education teachers, and often paraprofessionals as well, attend in-service training to become familiar with the material and available supports and resources for students with special needs.

Professional development is offered throughout the school year to all staff. Staff is also able to request release time to attend training and workshops outside of the District that may be relevant to their classroom needs. The district utilizes the following Supplementary Aids and Services to allow students with disabilities to be successful in the general education environment:

Collaborative:

- All school personnel collaborate in the development and delivery of supplementary aids and services -Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams.
- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school
- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student
- Coaching and training for staff by IU 27 TAC Staff, PaTTAN Autism Initiative Consultants or district representative for applied behavior analysis and/or verbal behavior support
- Early intervention transition meetings
 - Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)
- Progress reporting and the use of a data warehouse and school information systems to track and monitor student progress and design programming -to meet student needs
- Parent trainings
- Digital access to up to date and pertinent student information is available to parents and teachers on an ongoing basis

Instructional:

- Instructional adaptations such as: pre-teaching/reteaching, graphic organizers, examples/non-examples, visual aids, etc.
- Alternate materials such as: materials on tape, book share, text to speech, large print, ipad, alternate computer access, digital content, etc.
- Tutoring and homework centers at the middle school and high school
- Differentiated instruction
- Manipulatives and hands-on material
- Test modifications
- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.
- Use of interactive technology
- Direct instruction in functional skills needed within an inclusive environment
- Curricular modifications
- Reader services or interpreters, as needed
- Direct instruction in community, job research, training, and application -Assistive technology
- Augmentative and alternative communication devices
- Educational interpreters
- Community based instruction to generalize targeted academic skills
- Corrective reading program
- Strategic intervention curriculum and materials

Physical:

- Preferential seating arrangements
- Variety of classroom seating arrangements
- Flexible seating
- Adaptive equipment
- Structural aids such as: wheelchair accessibility, grab bars, etc.
- Environmental aids such as specific heating arrangements, ventilation, and classroom FM and personal FM systems
- Furniture arrangements
- Adjustments for sensory input such as lighting and sounds
- Access to sensory impact materials -Specialized transportation
- Small group environment

Social-Behavioral:

- Social skills instruction
- Coping skills instruction
- School wide positive support behavior teams
- Counseling supports
- Attendance groups and interventions
- Student assistance programs
- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)
- Pre-employment transition services
- Peer buddies/ peer mentoring
- Functional behavior assessments and individualized positive behavior support plans
- Direct instruction in adaptive behavior skills
- Cooperative learning and role playing
- Community based instruction (CBI)
- School based mental health partnership
- Crisis prevention intervention teams
- Training in de-escalation techniques -Safety plans -Social stories
- Drug and alcohol counseling
- Applied behavior analysis

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

The district utilizes the following types of Supplementary Aids and Services to allow students with disabilities to meaningfully participate in extracurricular activities:

- The IEP Team meets to determine the development and delivery of supplementary aids and services to include coaches and club sponsors when appropriate
- The IEP Team provides assistance with visual aids/schedules and setting expectations as needed
- The IEP Team develops a safety plan if needed
- Coaching and training for coaches and/or club sponsors by IU TAC Staff or district representative(s) for assistive technology for an individual student is available
- Training for coaches and/or club sponsors by a school nurse for the health needs of an individual student is available if needed
- Parent training/consultation is available to assist parents with choosing appropriate activities and preparing their child to be involved
- The IEP Team may recommend any of the following supports:
 - Use of peer buddy/mentor
 - Designated adult mentor/chaperone
 - Checklist and/or organization system to help the student attend and be prepared
 - Other

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

When a student's educational needs result in placement outside the regular educational class, school, or district, the IEP team will consider opportunities for the student to participate in appropriate programs and activities (curricular and extra-curricular) with non-disabled peers. When participation in an inclusive setting is needed, supplementary aids and services are discussed and agreed upon to ensure that the student can fully participate in such programs and activities.

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

The District continually evaluates its out-of-district placements as historical school data exceeds the state average. Any student placed outside the regular education environment, including out-of-district placements, is monitored quarterly. When data demonstrates that sufficient progress toward IEP goals has occurred, a transition plan is developed to assist the student in a smooth transition back to the neighborhood school, regular education classroom and/or the IEP Team reconvenes to discuss appropriate placement in the least restrictive environment. The District's representative attends all out-of-district IEP meetings and maintains rapport with families and out-of-district school staff, monitors student progress, and facilitates transitions back to the home district when appropriate.

The Central Valley School District has designed programs and activities to support inclusive practices including but not limited to the following:

- Unified Youth Committee at the high school and middle school which includes a student leadership group consisting of students with disabilities partnering with typical peers.
- Unified Interscholastic sports teams at the high school which consists of students with disabilities teaming alongside their typical peers to participate in competitions.
- Academic support study halls and/or scheduled skill times are built into the daily schedule at all grade levels to allow students who participate in regular education courses to access assistance from special education teachers and/or paraprofessionals with regard to course work and/or to build skills related to IEP goals.
- Paraprofessionals are available to assist within regular education classrooms throughout the day to assist with behavior monitoring, academic review, transition activities, and health-related needs as identified by the school nurse, student physician, and/or included as a health-related service in the IEP.
- Opportunity for students in all grades to participate in extra curricular activities such as dances, clubs, field trips, service-learning activities, athletic teams, unified sports teams through Special Olympics, team managers, office assistants, peer mentor/buddy, intramurals, etc.
- Common planning time is allotted for special and regular education teachers to collaborate and plan to meet student needs.
- Training with regard to inclusive practices, curriculum modifications, and differentiated instruction is ongoing for administrators, special education teachers, regular education teachers, paraprofessionals, and parents.
- Technology training is provided to teachers and paraprofessionals to assist with technology related supports within the classroom.
- The District contracts with the BVIU to provide hearing support services within our neighborhood schools.
- The District contracts with the BVIU to provide behavior support consultation and assistance with functional behavior assessments as needed.
- The District contracts with Western Pennsylvania School for the Blind to provide vision services within our neighborhood schools as appropriate.
- The District has a partnership with the Psychology and Learning Center and the Highmark Caring Place to provide counseling services to students.
- The District has a partnership with the PA Positive Behavior Support Network to provide Positive Behavior Supports with fidelity.
- The District has a partnership with PaTTAN's Autism Initiative to improve instruction for students with communication and behavioral needs.

The District will continue to seek partnerships and resources to allow our students to be educated within our school buildings in the least restrictive environment with access to their typical peers to the maximum extent possible.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Horizon	Other	Public Special Education School	Beaver Valley Intermediate Unit	Emotional Support	3
New Horizon	Other	Public Special Education School	Beaver Valley Intermediate Unit	Multiple Disabilities Support	3
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Life Skills Support	3
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Deaf and Hard of Hearing Support	1
Class Academy	Licensed Private Academic		Prevention Network	Emotional Support	1
The Education Center at Watson	Approved Private School (APS)		Watson Institute	Autistic Support	1
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Multiple Disabilities Support	1
New Horizon	Other	Public Special Education School	Beaver Valley Intermediate Unit	Autistic Support	3
Instruction in the Home	Other	Instruction in the Home	Central Valley School District	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval
2011-07-20

Uploaded Files
Behavior Support Policy 113.2.pdf

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

The District partners with the PA Positive Behavior Support Network in order to implement School-Wide Positive Behavior Support Programs in 3 of 4 buildings. Liaisons from the network, visit each school annually to review programming to ensure implementation with fidelity. All 3 buildings have been recognized at the state level for implementation with fidelity for several years in a row, and core building teams continually review and revise programming to improve instruction and service delivery for students. Overall, a classroom climate encouraging tolerance and acceptance of students with diverse learning needs is a priority of the district. Currently, the District implements positive behavior supports that reinforce appropriate behaviors by providing a variety of interventions including:

- Counseling groups that meet regular and special education student needs in the areas of Social Skills, Self-Regulation, Coping Skills, and Decision-Making Skills
- Social Skills instruction for regular and special education students -Social language instruction for students with Autism
- Community outreach and Autism awareness including community programs, student activities, and fundraising
- Counseling as a related service by certified School Counselors and the School Psychologist
- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)
- Mentoring and Peer Mentoring
- Check and Connect
- Check in/Check Out
- Guidance support and classroom lessons
- SAP training and support by on-site Prevention Specialists
- Middle School teaming and Advisory meetings
- Anti-bullying instruction and support teams, i.e., School Wide Positive Behavior Support Teams at CG, TL, and CVMS, Middle School Brave Warrior program, High School Connect program coordinated by a trained Special Education teacher and coordinated through the regular education English 10 classroom, High School Anti-Bullying Team and High School Unified Youth Club also coordinated by a trained Special Education teacher
- Clubs designed to provide peer support and facilitate friendships, i.e., PEACE Club promoting a positive school culture; CARE Club encouraging student participation through community-based service activities; Walking Club, and Unified Youth Club

- Positive Behavior Support plans and Functional Behavior Assessment to include on-site trainings and collaboration with the Special Education Supervisor and
- School Psychologist and off-site training provided by IU 27 and PaTTAN
- Specially designed instruction that modifies rules and expectations to meet individual student needs
- Cooperative learning strategies
- Team meetings with mental health providers in the schools (family-based therapists, mobile therapists, and behavioral support staff)
- Drug and Alcohol Supports
- School Resource Officer
- Classroom and individualized positive behavior support systems
- Sensory rooms and/or sensory areas within the classroom
- On-site training and guided support by the Special Education Supervisor, School Psychologist, and School Counselors to heighten awareness and support effective evidence based behavioral strategies
- Training provided through IU 27 TAC staff, PaTTAN consultants, Prevention Network, and local, state and national training to provide current information on effective positive behavioral strategies
- Partnership with the Psychology and Learning Center to provide school based mental health
- Partnership with the Highmark Caring Place to provide small group grief counseling to students
- Partnership with PaTTAN's Autism Initiative to provide appropriate social skills training for students with significant cognitive impairment

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.

All staff who work with students are trained annually with regard to de-escalation techniques. Training consists of in-person training, videos, and pre-recorded webinars. The District's Special Education Supervisor is a certified trainer in Safety Care, a program that teaches staff strategies for preventing and managing behavioral challenges teaching replacement behaviors. In addition, staff working in grades K-8 are also trained annually with regard to the District's School Wide Positive Behavior Support Program which focuses on providing consistent school rules and expectations for all students. Staff are trained to utilize consistent language and procedures to assist students with learning school rules and routines. All staff are trained to utilize a positive behavior approach to help students replace negative behavior with a positive behavior that meets desired outcomes. All students throughout grades K-8 receive positive reinforcement on a regular basis for meeting stated school wide expectations. An office discipline referral is completed for students who do not meet expectations so that appropriate interventions can be implemented as needed.

A Crisis Prevention Intervention (CPI) team, exists in each district building to address behavior that may require immediate intervention. These teams have received Non-Violent CPI training and certification and not only act as first responders when a student's behavior has escalated but also utilize prevention strategies to avoid possible crisis situations. Strategies are implemented to reduce the frequency and severity of behaviors. CPI team members utilize de-escalation techniques to ensure student safety, successfully assisting students in defusing anxious,

hostile, or violent behavior at the earliest possible stage. Any time a CPI Team is called to a situation, it is documented, and the team follows up with the classroom teacher to provide strategies and/or interventions to be utilized within the classroom in order to prevent future unsafe behavior.

3. Describe the district positive school wide support programs.

The District has partnered with the Pennsylvania Positive Behavior Support Network in order to obtain resources, consultation, and supports related to School Wide Positive Behavior Intervention and Supports (SWPBIS). SWPBIS Teams have been developed in grade K-8 buildings to support the social, emotional, and behavioral needs of students. The SWPBIS framework focuses on sustaining and providing supports through a three-tiered system that runs parallel to academic supports of the Multi-Tiered System of Supports (MTSS).

Tier 1 is a universal level which serves as the foundation for teaching the expected behaviors to all students through the use of direct instruction techniques and positive reinforcement. Tier 2 supports involve identifying a targeted group of students who are in need of specific interventions, and Tier 3 supports provide individualized interventions through more intensive supports designed to help students with significant social/emotional needs. Students in need of supports are identified by building level data teams who analyze data from students' Office Discipline Referrals (ODR) which are tracked in the School-Wide Information System Suite (SWISS) in order to determine the appropriate intervention(s) for students. Tier 2 and Tier 3 team members assign targeted interventions to students based on individual needs. The SWPBIS team also utilizes results from a universal screener, The Student Risk Screening Scale- Internalizing and Externalizing (SRSS-IE). Classroom teachers complete the SRSS-IE for each of their students in order to identify students in need of supports for either internalizing and/or externalizing behavior.

SWPBIS supports include but are not limited to the following:

- Check and Connect
- Check-in/Check-out
- Mentoring
- Social Skills Groups
- Small Group Counseling focused on Self-Regulation, Coping Skills, and Decision-Making Skills
- Positive Behavior Support Plan
- School Based Mental Health
- Individual Counseling with School Counselor or School Psychologist
- Structured Breaks/Sensory Breaks
- Mentoring and Peer Mentoring
- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)
- Social Stories
- Visual Schedules/Visual Supports

-Organizational Tools

The District has been recognized by the state of Pennsylvania for implementing Tier 1, Tier 2, and Tier 3 behavioral supports with fidelity. Ongoing efforts are underway to further develop and implement strong Tier 2 and Tier 3 supports for students in need.

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

The District partners with outside agencies to assist with school based behavioral health services in an effort to provide a continuum of supports and services for students and their families. Students who are identified as being at risk are referred to the District's Student Assistance Program (SAP). SAP team members work with students and their families to identify needs and barriers to learning in order to refer them to the appropriate resource(s). The District has a partnership with Psychology and Learning Center (PLC) in order to provide school based mental health services to students during the school day. Once referred, the student and parent(s)/guardian(s) participate in an intake session with PLC to determine if school based mental health services are appropriate and/or if a higher level of care is necessary. Master's Level therapists are assigned to each of the District's school buildings in order to regularly provide mental health therapy for students and to collaborate with staff as necessary in order to provide consistency.

Additional mental health support is available through the District's partnership with the Highmark Caring Place. The District has an agreement with the Highmark Caring Place in order to provide a therapist to co-facilitate grief groups alongside one of the District's school counselors to provide grief counseling for students within the District who suffer from the loss of a loved one.

The District also partners with the Prevention Network who provides resources and supports related to mental health, substance abuse, violence prevention, evidence based programming, truancy, and suicide prevention. A liaison from the Prevention Network visits each of the District's school buildings weekly. Other liaisons assist District personnel with coordinating mental health and/or substance abuse evaluations and treatment programs.

5. Describe the district restraint procedure.

Through district policy, the Board of Directors of the Central Valley School District direct that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that all students shall be free from demeaning treatment and aversive techniques such as the use of restraints. The use of restraints shall be used as a measure of last resort only after less restrictive measures such as de-escalation have been implemented and only when aggressive or self-injurious behavior occurs such that the student is acting in a manner that considers him/her to be a clear and present danger to himself, to other students, or to employees. Functional behavior assessments are conducted for individual students who display behaviors of concern. Positive Behavior Support Plans are developed and implemented based on assessment data to include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for

learning and self-fulfillment. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Following the use of a restraint, parents are notified immediately, and an IEP meeting is held to determine whether or not the student requires a new or revised Reevaluation, Functional Behavior Assessment, Positive Behavior Support Plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a positive behavior management program. In the event that a student is referred to law enforcement, an updated Functional Behavioral Assessment and Behavior Support Plan shall be required for students with disabilities. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's Functional Behavioral Assessment and Behavior Support Plan.

Intensive Interagency

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

At this time, the Central Valley School District (CVSD) has not experienced difficulty ensuring FAPE for any category. The district works closely with the Beaver Valley Intermediate Unit (IU 27) Training and Consultative staff, PaTTAN consultants, contacts outside placements, neighboring school districts, service providers, and advocacy groups such as Beaver County Behavioral Health Direct Service Unit, Beaver Valley Behavioral Health, Achieva, Mental Health Association, The Prevention Network, etc. to look at individual student needs. The IU 27 interagency representative is also consulted in the event the district has difficulty ensuring FAPE for an individual student with complex needs. All placement decisions are made by the IEP Team based on what placement would be in the best interest of a particular student while providing them an education in their least restrictive environment to the maximum extent possible. The district invites outside consultants to be part of the placement process, and if this problem would arise, the following steps would be taken:

- Convene or reconvene the IEP Team
- Review the student's records to identify supports provided, and determine if the child's unique needs are being met. Has the child been given the opportunity to participate with typical peers to the maximum extent possible?
- Identify existing services and supports available within the school district and community
- Mobilize assets to develop a plan of support
- Monitor the child's progress
- Provide necessary support for school personnel If the current placement is determined to not be appropriate within the regular education school, the Special Education Supervisor will coordinate a meeting including all necessary school personnel to discuss possible alternatives to the current placement. Included in this meeting would be the following representatives:
 - District LEA
 - Parents
 - Student (if appropriate)
 - Student's special education and regular education teachers
 - TAC staff from the local Intermediate Unit
 - Representative of key agencies and organizations
 - School Psychologist
 - Building Principal(s)

In the case of drug/alcohol, violence, or severe mental and or physical issues, the district would immediately reconvene the IEP Team and contact outside agencies needed to make a diligent decision on needed educational options and appropriate placement to be completed in a timely fashion to ensure FAPE. In the case of an extreme emotional emergency, the student would be referred immediately to Beaver County Crisis for crisis intervention, evaluation, counseling, and recommendations.

Currently, there are three students in the district who need vision services at this time. The District has contracted with the Western PA School for the Blind to provide vision therapy on a weekly basis for these students. If additional students would be identified as in need of vision services or evaluation, the District would contract additional hours with the Western PA School for the Blind.

CVSD has established an in-district cyber education program for grades K-12 that supports student needs both inside and outside of the brick and mortar school buildings. Students in grades 6-12 have the option of either completing cyber courses at home, in the school's middle and high school cyber labs, or through a blended schedule that includes both home and classroom environments. There are several students who benefit from a hybrid schedule of traditional and cyber classes within the District, and currently, many students who receive special education services are enrolled full-time or part-time in the Central Valley Online Academy (CVOA).

CVSD also utilizes the services of a local public special education school and approved private school placements such as the Watson Institute, The School at McGuire Memorial, and New Horizon and also partners with local neighboring school districts to provide services and/or placements that are not available within the district. The most restrictive placement of Instruction in the Home is utilized only when a student is too medically fragile or has a medical disorder which determines such placement is medically necessary.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #20	Multiple	Full-time (1.0)	05/19/2022 02:39 PM

Building Name		
Todd Lane El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.23

Building Name		
Central Valley MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.54

Building Name
Central Valley HS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Small group sessions do not extend beyond the 4 year age range		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #19	Elementary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Center Grange Primary School		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Todd Lane El Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #18	Multiple	Full-time (1.0)	05/19/2022 02:30 PM

Building Name		
Center Grange Primary School		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		55
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.85

Building Name		
Central Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Small groups do not extend beyond the 4 year age span except for weekly social skills groups as part of the Autistic Support Program		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #17	Secondary	Full-time (1.0)	05/19/2022 02:08 PM

Building Name	
Central Valley HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	28
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	15 to 19
	FTE %
	0.56

Building Name	
Central Valley HS	
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	Secondary	15 to 19
Age Range Justification		FTE %
		0.08

Building Name		
Central Valley HS		
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 19
Age Range Justification		FTE %
		0.15

Building Name		
Central Valley HS		
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
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.02

Building Name		
Central Valley HS		
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	Secondary	15 to 19
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #16	Secondary	Full-time (1.0)	05/19/2022 02:06 PM

Building Name		
Central Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.56

Building Name		
Central Valley HS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Central Valley HS		
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	14 to 17
Age Range Justification		FTE %
		0.15

Building Name		
Central Valley HS		
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
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Central Valley HS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #15	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Central Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.56

Building Name		
Central Valley HS		

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	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Central Valley HS		
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	14 to 17
Age Range Justification		FTE %
		0.15

Building Name		
Central Valley HS		
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
School District	Secondary	14 to 17

Age Range Justification	FTE %
	0.02

Building Name		
Central Valley HS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #14	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Central Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
A times, a few students in this program will continue in high school programming until they are 21.		0.85

Building Name		
Central Valley HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #13	Secondary	Full-time (1.0)	05/19/2022 02:41 PM

Building Name		
Central Valley HS		
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	14 to 21
Age Range Justification		FTE %
Students in this program often remain in school programming until the age of 21		0.5

Building Name

Central Valley HS		
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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students in this program often remain in school programming until the age of 21		0.1

Building Name		
Central Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students in this program often remain in school programming until the age of 21		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #12	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name
Central Valley MS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.52

Building Name		
Central Valley MS		
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	11 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Central Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 14
Age Range Justification		FTE %

	0.2
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Building Name		
Central Valley MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Central Valley MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #11	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Central Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.52

Building Name		
Central Valley MS		
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	11 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Central Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 14
Age Range Justification		FTE %
		0.2

Building Name		
Central Valley MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Central Valley MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #10	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Central Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.52

Building Name		
Central Valley MS		
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	11 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Central Valley MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning 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 14
Age Range Justification		FTE %
		0.2

Building Name		
Central Valley MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Central Valley MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #9	Secondary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Central Valley MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

Building Name		
Central Valley 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 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #8	Secondary	Full-time (1.0)	05/19/2022 01:11 PM

Building Name		
Central Valley MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Central Valley 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Central Valley MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #7	Elementary	Full-time (1.0)	05/19/2022 01:03 PM

Building Name		
Todd Lane 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	8 to 11
Age Range Justification		FTE %
		0.15

Building Name		
Todd Lane 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	8 to 11
Age Range Justification		FTE %
		0.17

Building Name		
Todd Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.56

Building Name		
Todd Lane 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		
Todd Lane El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #6	Elementary	Full-time (1.0)	05/19/2022 02:41 PM

Building Name		
Todd Lane 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	8 to 11
Age Range Justification		FTE %
		0.15

Building Name		
Todd Lane El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.56

Building Name		
Todd Lane 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		
Todd Lane El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program #5	Elementary	Full-time (1.0)	05/19/2022 02:38 PM

Building Name		
Todd Lane 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	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Todd Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

Building Name		
Todd Lane El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #4	Elementary	Full-time (1.0)	05/19/2022 12:23 PM

Building Name		
Todd Lane El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name

Todd Lane 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

Building Name		
Todd Lane El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #3	Elementary	Full-time (1.0)	05/19/2022 12:51 PM

Building Name		
Center Grange Primary School		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.56

Building Name		
Center Grange Primary School		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Center Grange Primary School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %

	0.17
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Building Name		
Center Grange Primary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Center Grange Primary School		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #2	Elementary	Full-time (1.0)	05/19/2022 11:31 AM

Building Name		
Center Grange Primary School		
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	5 to 8
Age Range Justification		FTE %
		0.8

Building Name		
Center Grange Primary School		
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		
Center Grange Primary School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #1	Elementary	Full-time (1.0)	05/19/2022 11:42 AM

Building Name		
Center Grange Primary School		
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	Elementary	5 to 8
Age Range Justification		FTE %
N/A		0.38

Building Name		
Center Grange Primary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.5

Building Name		
Center Grange Primary School		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities 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

Special Education Facilities

Building Name		Room #
Center Grange Primary School		100-102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 6 inches	819sqft	29
Implementation Date		
2022-06-06		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Center Grange Primary School		07
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 25 feet, 9 inches	751sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Center Grange Primary School		200
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 14 feet, 2 inches	410sqft	14
Implementation Date		
2022-06-06		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Center Grange Primary School		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 14 feet, 2 inches	410sqft	14
Implementation Date		
2022-06-06		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Todd Lane El Sch		B102B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 3 inches x 18 feet, 11 inches	439sqft	15
Implementation Date		
2022-06-06		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Todd Lane El Sch		B104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 10 inches x 30 feet, 7 inches	820sqft	29
Implementation Date		
2022-06-06		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Todd Lane El Sch	C204

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, 6 inches x 26 feet, 8 inches	493sqft	17
Implementation Date		
2022-06-06		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Todd Lane El Sch		D008
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 11 inches x 24 feet, 8 inches	737sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Todd Lane El Sch		D103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 27 feet, 4 inches	710sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Central Valley MS		11
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 4 inches x 33 feet, 5 inches	1047sqft	37
Implementation Date		
2022-06-06		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Central Valley MS		100A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 4 inches x 28 feet, 0 inches	541sqft	19
Implementation Date		
2022-06-06		
Uploaded Files		

11Assurance Check

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

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

Building Name		Room #
Central Valley MS		100B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 15 feet, 4 inches	391sqft	13
Implementation Date		
2022-06-06		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Central Valley MS		103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 15 feet, 5 inches	416sqft	14

Implementation Date
2022-06-06
Uploaded Files

13 Assurance Check

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

Building Name		Room #
Central Valley HS		NA201
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
25 feet, 6 inches x 23 feet, 3 inches	592sqft	21
Implementation Date		
2022-06-06		
Uploaded Files		

14 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	
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Building Name		Room #
Central Valley HS		NB110
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, 5 inches x 23 feet, 5 inches	688sqft	24
Implementation Date		
2022-06-06		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Central Valley HS		NB212
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
25 feet, 6 inches x 31 feet, 0 inches	790sqft	28
Implementation Date		
2022-06-06		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Central Valley HS		SA201
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Central Valley HS		SB202
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
23 feet, 5 inches x 36 feet, 0 inches	843sqft	30
Implementation Date		
2022-06-06		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Central Valley MS		12
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

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19 Assurance Check

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

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	42	District Wide	District
Other	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Erin Park/ Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Strategies for Working with Children with Autism			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
School Wide Positive Behavior Support			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-Escalation			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Power of Positivity			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
School Wide Positive Behavior Support			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-Escalation			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Non-Violent Crisis Prevention Intervention			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care Certification Renewal			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Central Office Administrators

Description of Training			
Safety Care Certification Renewal			

Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Central Office Administrators

Paraprofessional

Description of Training			
Strategies for Paraprofessionals working with Children with Autism			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Paraprofessionals

Description of Training			
The Role of the Paraprofessional			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
The Role of the Paraprofessional			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
De-Escalation Strategies			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
De-Escalation Strategies			
Lead Person/Position		Year of Training	
Erin Park		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	

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

Description of Training			
Mandated Reporter			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Transition

Description of Training			
Post-Secondary Transition: Office of Vocational Rehabilitation , Job Training, Driver's Education Information, and the Difference Between High School and College			
Lead Person/Position		Year of Training	
Maryann Kostelic/Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Description of Training	
Post-Secondary Transition: Office of Vocational Rehabilitation , Job Training, Driver's Education Information, and the Difference Between High School and College	
Lead Person/Position	Year of Training
Maryann Kostelic/Transition Coordinator	2023-2024

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Science of Literacy

Description of Training			
Orton Gillingham			
Lead Person/Position		Year of Training	
Erin Park/ Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	Other	General Education Teachers Special Education Teachers

Description of Training			
Amplify Reading Curriculum			
Lead Person/Position		Year of Training	
Ed Eimiller/IT Director and Curriculum Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	Other	Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
The Science of Reading	
Lead Person/Position	Year of Training
Erin Park/Special Education Supervisor	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Strategies for Parents of Children with Autism			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Parents

Description of Training			
Strategies for Parents of Children with Autism			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Parents

Description of Training			
Post-Secondary Transition: Office of Vocational Rehabilitation , Job Training, Driver's Education Information, and the Difference Between High School and College			
Lead Person/Position		Year of Training	
Maryann Kostelic/Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

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Description of Training			
Post-Secondary Transition: Office of Vocational Rehabilitation , Job Training, Driver's Education Information, and the Difference Between High School and College			
Lead Person/Position			Year of Training
Maryann Kostelic/Transition Coordinator			2023-2024
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
Re-Evaluation Procedures			
Lead Person/Position		Year of Training	
Lindsey Barclay/School Psychologist		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Developing IEP Goals and Progress Monitoring			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training

Assistive Technology			
Lead Person/Position		Year of Training	
Erin Park/Special Education Supervisor		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

