

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 453
Total Student Enrollment 1920
Percent of Special Education Students 23.6

Steering Committee

Name	Position/Role	Building	Email
Greg Kosciolek	Director of Special Education	Panther Valley SD	kosciolekg@panthervalley.org
Dave McAndrew	Superintendent	Panther Valley SD	dmcandrewjr@panthervalley.org
Patricia Ebbert	Building Principal	Panther Valley JSHS	ebbertp@panthervalley.org
Robert Palazzo	Building Principal	Panther Valley El Sch	palazzor@panthervalley.org
Lisa Mace	Building Principal	Panther Valley Intermediate Sch	macel@panthervalley.org
Jennifer Maynard	General Education Teacher	Panther Valley JSHS	maynardj@panthervalley.org
Marta McLaughlin	Special Education Teacher	Panther Valley El Sch	mclaughlinm@panthervalley.org
Lanae McKelvey	Other	Panther Valley SD	mckelveyl@panthervalley.org
Daniel Matika	Board Member	Panther Valley SD	matikad@panthervalley.org
Meredith Alabovitz	Parent	Panther Valley SD	alabovitzm@panthervalley.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The LEA's percentage of speech or language impaired students is 7.9%, in comparison to the state average of 14.1%.	The discrepancy is primarily due to the number of students identified with a primary disability category and receiving speech or language as a related service.
The LEA's percentage of speech or language impaired students is 7.9%, in comparison to the state average of 14.1%.	The discrepancy is primarily due to the number of students identified with a primary disability category and receiving speech or language as a related service.

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
students identified with an Emotional Disturbance is at 15.5% compared to the state average of 8.5%. The discrepancy of 7.0% indicates a disproportionate representation in this category. The district attributes low socio-economic population and an increased population of students moving into the district with an Emotional Disturbance diagnosis as contributing factors.	Implementation of YESS! Program (Your Emotional Strength Supported): YESS! is a year-round school-based mental health treatment program providing school-based therapy and linkage to community mental health resources. Implementation of Positive Action, research-based K-12 Social & Emotional Learning curriculum Implementation of Check and Connect, a K-12 intervention that monitors student performance variables and provides personalized student intervention strategies. Provide training in Safety Care de-escalation strategies in an effort to prevent, minimize, and manage complex behaviors. The district gained approval for additional emotional support staff to implement programs and curriculum-based interventions. Establish significant relationships with families and connect families with community-based mental health resources.

Non-Resident Students Oversight

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

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Carbon County Correctional Institution	Other	Prison	District	0

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 Panther Valley School District assumes all host district responsibilities, as set forth under Section 1306 of the Public School Code. When a nonresident student is placed in a residential facility (including group home, residential facility, therapeutic foster home, correctional facility) the district in which the facility is located becomes the host district and is responsible for providing special education and related services to the nonresident student (24 P.S. 13-1306). The Carbon Correctional Institution is located within the district. The district maintains its Child Find obligation by publicizing the Child Find Notice in visiting areas and other areas throughout the facility. Students entering the facility with an existing identification of special education are provided with FAPE, and their IEPs are delivered and implemented. All timelines regarding IEP development and reevaluation report compilation are followed. As the correctional facility services students of transition age, special attention is paid to providing mandates of Indicator 13 and Successful Practices in Secondary Transition for Continuous Improvement (SPSTCI), adhering to transition best practices. Pennsylvania's Basic Education Circular further directs the host district's obligation to incarcerated youth is upheld "by complying with Child Find obligations under IDEA, utilizing the appropriate evaluation procedures and diagnostic/screening instruments, implementing timely review and/or developing Individualized Education Programs for eligible students in accordance with state and federal laws, and regulations, and providing Free and Appropriate Public education in conformity with the IEP." Parent involvement is maintained as if the student were attending the neighborhood school building. Procedurally, any individual who is a student entering the correctional facility has educational documents provided to the school district and a determination of eligibility for special education services is made. All students are provided with on-site instruction at his/her appropriate instructional level by a certified teacher. Progress monitoring is periodically performed to ensure student goals are being met or require revision. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. A certified special education teacher develops the IEP.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
- The district communicates with the facility so that no bundling of services occurs. Barriers of the school district meeting its Section 1306 obligations include periodic reminders to the facility for Child Find, appointing willing special education certified teachers to report to the facility for instruction, and providing instruction to those students who receive restrictions, such as solitary confinement. A plan is established to provide the correctional facility with a monthly

letter to inquire if any new students have enrolled who may require special education services. This monthly notice is designed to also provide the district with the procedures (above) that must be followed in this event.

Incarcerated Students Oversight

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

Yes

1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Carbon County Correctional Facility	Prison	District	0

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

The Carbon Correctional Institution is located within the district. The district maintains its Child Find obligation by publicizing the Child Find Notice in visiting areas and other areas throughout the facility. Students entering the facility with an existing identification of special education are provided with FAPE, and their IEPs are delivered and implemented. All timelines regarding IEP development and reevaluation report compilation are followed. As the correctional facility services students of transition age, special attention is paid to providing mandates of Indicator 13 and Successful Practices in Secondary Transition for Continuous Improvement (SPSTCI), adhering to transition best practices. Pennsylvania's Basic Education Circular further directs the host district's obligation to incarcerated youth is upheld "by complying with Child Find obligations under IDEA, utilizing the appropriate evaluation procedures and diagnostic/screening instruments, implementing timely review and/or developing Individualized Education Programs for eligible students in accordance with state and federal laws, and regulations, and providing Free and Appropriate Public education in conformity with the IEP." Parent involvement is maintained as if the student were attending the neighborhood school building. Procedurally, any individual who is a student entering the correctional facility has educational documents provided to the school district and a determination of eligibility for special education services is made. All students are provided with on-site instruction at his/her appropriate instructional level by a certified teacher. Progress monitoring is periodically performed to ensure student goals are being met or require revision. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. A certified special education teacher develops the IEP. The Panther Valley School District recognizes the precepts of Pennsylvania educational law, as it pertains to 24 P.S. Section 13-1306.2. The district is cognizant in addressing all facets of this code, including basic education rights as this relates to "School Age Students Charged with a Criminal Offense," as well as the other targeted population of "School Age Individuals Convicted of a Criminal Offense." As Panther Valley School District is the host district to the Carbon Correctional Facility, the district strives to continually review its Child Find obligation to school age individuals residing within the facility, and to provide a quality and appropriate education to students who have been identified as qualifying for special education services and programs. The school district continually seeks to locate and offer services as needed, through partnering with the Carbon Lehigh Intermediate Unit, Carbon County Children and Youth, and Carbon County Probation.

Least Restrictive Environment

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

Reviewing the 2018-2019 and the 2019-2020 district data showed one significant area of improvement. Students educated Inside the Regular Classroom 80% or More of the school day increased from 48% in 2018-2019 to 54.4% in 2019-2020. The improvement is attributed to a district inclusion initiative that provides supports to special education students in the regular education environment.

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?

When a student enters special education in the Panther Valley School District, student records are reviewed and the IEP team meets to determine appropriate placement. The IEP team reviews goals, specially designed instruction, related services, modifications, and educational placement in the current IEP. The Panther Valley School District has child study teams at the elementary and intermediate school levels. The team approach consists of the school psychologist, guidance counselors, and teachers. Each building principal and the special education supervisor are on a consultative basis. These professionals maintain the goal of providing the student with access to general education wherever, and whenever, possible and appropriate. Students struggling academically or behaviorally are provided with data collection and interventions integrated with fidelity and consistency. As applicable, the staff-to-student ratio may be decreased to include more support through a paraprofessional. Paraprofessionals operate in the general education setting in an inclusion model but may provide support to all students who require it. Through the team model, the district uses all staff, particularly the itinerant special education teachers (co-teachers) and paraprofessionals to augment the inclusionary practices by providing support to students with disabilities within the general education setting. Panther Valley has coordinated training on inclusion and co-teaching; consequently, the district has a culture where all students are accepted in all classes and areas of the school buildings. All levels, kindergarten through 12th grade, have an established co-taught or inclusion model; this includes the students identified as life skills support, emotional support, and multi disabilities support. Paraprofessionals maintain a Highly Qualified status and are equipped to provide necessary and appropriate support in classroom settings. Paraprofessionals are trained in data collection and crisis prevention and intervention. Therefore, the school district maximizes staff support as a resource, curriculum adaptation, behavior management techniques, and other efforts to promote and perpetuate inclusionary measures.

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

The special education department has provided professional development for general education teachers, in order to enhance their capacity to provide specially designed instruction to special needs students within the general education environment. Developing these skills allows the special education and general education teachers to work collaboratively on lesson planning, test and assignment modification, and curriculum design to improve special education and least restrictive environment initiatives. The district also provides development for paraprofessionals so that the paraprofessionals are equipped to deliver supports and/services within the general education setting.

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

Collaborative Co-Teaching: Utilizing regular education and special education teacher Paraprofessional support in the regular education setting Staff and parent meetings as needed Support for team members utilizing assistive technology Instructional Modified curricular goals Testing modifications Instructional Adaptations Assistive Technology Research based alternative curriculum Alternate methods to demonstrate learning Alternate materials

provided Physical Preferential Seating as identified in an IEP Alternate test sites Adaptive equipment Adjustments for sensory input Wheelchair accessibility Social Behavioral Social Skill instruction Individualized Behavior Support Plans Individual and small group counseling Classroom behavior reward system Collaboration with building principals regarding discipline

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?

The IEP makes a determination of placement that is most appropriate in supporting students in the LRE to make meaningful progress on IEP goals and core academic standards. The district partners with the following outside agencies, as well as families, to ensure that students in placement have an opportunity to participate in district sponsored activities: Behavioral Health Associates, Carbon-Lehigh Intermediate Unit, Schuylkill County Intermediate unit, eBridge Academy, and eLearn 21. The district also publicizes extracurricular opportunities via the district web page, district sponsored social media outlets, and local newspapers.

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 works to ensure a full spectrum of services is available to meet student needs at their required level (Itinerant, Supplemental, Full-Time). In attempting to meet student needs the district will review its current offerings related to, inclusion, co-taught, and special education classes. The district will review the types of support offered to determine existing patterns of student placement resulting from the lack of district-based support and/or services. If a pattern is identified, the district will work to develop and implement programs of its own through the SEPRN process. Lastly, the district will work to identify and provide needed areas of professional development. Professional development will help staff members meet the needs of all students within our programs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
BHA PHP Journey	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	7
Mahoning Valley Academy	Approved Private School (APS)		Behavioral Health Associates	Life Skills Support	8
BHA ISST	Approved Private		Behavioral Health Associates	Autistic Support	10

	School (APS)				
BHA Pride	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	9
Valley Ridge Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	7
Willow Academy	Approved Private School (APS)		Behavioral Health Associates	Learning Support	8
Carbon Learning Achievement School	Other	Intermediate Unit	CLIU 21	Emotional Support	5
Carbon County Enhanced Autism	Other	Intermediate Unit	CLIU 21	Autistic Support	1
CLIU Life Skills Support	Other	Intermediate Unit	CLIU 21	Life Skills Support	2
CLIU Multi Disability Support	Other	Intermediate Unit	CLIU 21	Multiple Disabilities Support	4
KidsPeace	Licensed Private Academic		KidsPeace National Centers for Children Overcoming Crisis	Emotional Support	1
Woods	Approved Private School (APS)		Woods Services	Autistic Support	1

Positive Behavior Support

Date of Approval

2010-04-08

Uploaded Files

PV Behavior Support Policy.pdf

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

Student behavioral and emotional concerns are discussed and examined through the team approach. Data collection and other elements may include revised behavior management plans in review with interest surveys to determine the effective use of rewards and consequences. A Functional Behavioral Assessment (FBA) may be conducted to better determine specific functions and antecedents to a student's behavior. School-wide programs have been designed and implemented at each level, and reflect age-appropriate techniques to build character development, community, and citizenship. These developmentally positive school-wide behavior programs have been effective in improving overall student behavior, as per data collection. Staff members throughout the district are trained in Safety Care de-escalation strategies to prevent, minimize, and manage complex behaviors. The district Implemented the YESS! (Your Emotional Strength Supported) Program. YESS! is a year-round school-based mental health treatment program providing school-based therapy and linkage to community mental health resources. The district gained approval for additional emotional support staff to implement programs and curriculum-based interventions. The district strives to establish significant relationships with families and attempts to connect families with community-based mental health resources. The district also supports the emotional and social needs of students through the implementation of the Positive Action curriculum. Positive Action is a research-based comprehensive social-emotional learning curriculum that helps children develop self-management skills and encourages responsible decision-making.

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.

District staff members are trained in Safety-Care. The focus of Safety-Care is on prevention, safety, and humane, supportive, evidence-based interventions. Safety-Care provides training in the following aspects; understanding challenging behavior, creating a safe and supportive environment, understanding how staff behaviors impact students, therapeutic use of reinforcement, differential reinforcement, and antecedents to dangerous behavior. Safety-Care training addresses incident prevention, incident minimization, physical safety, physical management, and post-incident procedures. District Special Education staff members are trained in conducting Functional Behavior Analyses and creating Positive Behavior Support Plans. The training helps staff members identify the causes of problematic behaviors and determine appropriate interventions and supports aimed at eliminating those behaviors and developing positive replacement behaviors.

3. Describe the district positive school wide support programs.

Student behavioral and emotional concerns are discussed and examined through the team approach. Data collection and other elements may include

revised behavior management plans in review with interest surveys to determine the effective use of rewards and consequences. A Functional Behavioral Assessment may be conducted to determine specific functions and antecedents to student behaviors. School-wide programs have been designed and implemented at each level, and reflect age-appropriate techniques to build character development, community, and citizenship. These developmentally positive school-wide behavior programs have been effective in improving overall student behavior, as per data collection. The school mascot is a panther, and this theme is revisited throughout the behavior plan, as students can earn "paws" as a token economy. Additionally, teams have been trained in functional behavioral analysis, resulting in specific and individual behavior plans of intervention. Through this model, specified replacement behaviors are reinforced, with progress monitoring used to measure outcomes. If strategies are not successful in reducing or extinguishing adverse behaviors, a Permission To Evaluate may be issued to assess the student for a potential emotional disturbance, thus requiring emotional support services through special education. Students in the emotional support program are monitored by a classroom behavior management system, such as the TALID (where compliance related to task, area, language, interaction, and direction are measured and monitored). The system utilizes positive reinforcement to reward the student after appropriate behavior is demonstrated. Students are taught to self-monitor their behavior charts, with the anticipated result of becoming self-reflective and gaining insight into their chosen actions and behavioral choices. Emotional support students also require a positive behavior intervention plan within their IEPs. This plan is based on a Functional Behavioral Assessment and is provided to all staff who work with the student in the school setting.

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

The district employs 1 full-time school psychologist who provides a continuum of services designed to connect mental health, behavior, and learning in school and in the home, as well as connecting families to community services. All students who demonstrate a need for specific behavioral intervention to address behaviors that interfere with learning should have a positive behavioral support plan (PBSP) integrated into their IEP. A PBSP is based on the results of a Functional Behavior Analysis (FBA) conducted as part of a Multidisciplinary Review or Reevaluation Report initiated by the IEP team. Interventions outlined in a PBSP are aimed at developing and maintaining skills and behaviors that enhance student learning and increase the likelihood of positive student outcomes. The district partners with St. Luke's Health Network to provide the Your Emotional Strength Supported (YESS!) Program with an LCSW. The YESS! program provides year-round mental health treatment to help children and adolescents overcome emotional, behavioral, and/or social problems that interfere with success in school and at home.

5. Describe the district restraint procedure.

The district utilizes the Safety-Care restraint procedure. The procedure involves the following: *Incident Minimization (antecedents to dangerous behavior, Safety Stance, Calling for assistance, Leadership and Teamwork, De-Escalation, Management of Dangerous Objects) *Physical Safety (Proactive Shuffle, Shoulder Check, Wrist Release, Stripping a Grab, Hair Pull Release, Choke Release, Bite Release, and Complex Grb Situations) *Physical Management (Safe Use of Physical Management, 1-Person Stability Hold, 2-Person Stability Hold, Floor Drop Transition, Floor Seated Stability Hold, Forward Transport, Reverse Transport, Chair Stability Hold, Leg Wrap, and Releases) *Post-Incident Procedures (Recovery, Debriefing, Data Collection and Analysis) The district will review restraint reporting guidelines with staff members to ensure prompt notification is given to parents and administrators. Prompt notification will allow administrators to enter incidents in to the RISC reporting system in a timely manner.

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.

The primary concern is the ability to continue to deliver instruction and related services adequately while trying to address nursing needs for Multi Disability students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCSP	Multiple	Full-time (1.0)	03/16/2022 10:26 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 11
Age Range Justification		FTE %
		0.43

Building Name		
Panther Valley JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Panther Valley JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JASP	Elementary	Full-time (1.0)	03/15/2022 09:33 AM

Building Name		
Panther Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TFIS	Secondary	Full-time (1.0)	03/16/2022 10:38 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.35

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

TSIS	Secondary	Full-time (1.0)	03/16/2022 10:39 AM
------	-----------	-----------------	---------------------

Building Name		
Panther Valley Intermediate 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	Secondary	9 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSIS	Secondary	Full-time (1.0)	03/15/2022 12:21 PM

Building Name		
Panther Valley Intermediate Sch		
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	9 to 12
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NHIS	Secondary	Full-time (1.0)	03/15/2022 12:21 PM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11

Age Range Justification	FTE %
	0.16

Building Name		
Panther Valley Intermediate 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	Secondary	9 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMIS	Secondary	Full-time (1.0)	03/15/2022 12:19 PM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 10
Age Range Justification		FTE %

	0.18
--	------

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MAIS	Secondary	Full-time (1.0)	03/15/2022 12:17 PM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TBHS	Secondary	Full-time (1.0)	03/15/2022 12:13 PM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.42

Building Name		
Panther Valley JSHS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHHS	Secondary	Full-time (1.0)	03/15/2022 12:12 PM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JHHS	Secondary	Full-time (1.0)	03/15/2022 12:11 PM

Building Name		
Panther Valley JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	6	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification	FTE %	
	0.3	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHS	Secondary	Full-time (1.0)	03/28/2022 08:56 AM

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Caseload includes grades 7-12		0.32

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Caseload includes grades 7-12		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMDJH	Secondary	Full-time (1.0)	03/15/2022 12:07 PM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.48

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMJH	Secondary	Full-time (1.0)	03/15/2022 11:46 AM

Building Name	
Panther Valley JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Panther Valley JSHS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
---------------	---------------------------	---	----------------

LSJH	Secondary	Full-time (1.0)	03/15/2022 11:43 AM
------	-----------	-----------------	---------------------

Building Name		
Panther Valley JSHS		
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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NWElem	Elementary	Full-time (1.0)	03/15/2022 09:31 AM

Building Name		
Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMElem	Elementary	Full-time (1.0)	03/15/2022 09:30 AM

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

Building Name		
Panther Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.45

Building Name		
Panther Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSElem	Elementary	Full-time (1.0)	03/15/2022 09:26 AM

Building Name		
Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %

	0.3
--	-----

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHElem	Elementary	Full-time (1.0)	03/15/2022 09:24 AM

Building Name		
Panther Valley 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	5 to 8
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GMElem	Elementary	Full-time (1.0)	03/14/2022 01:24 PM

Building Name		
Panther Valley El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

Special Education Facilities

Building Name		Room #
Panther Valley JSHS		023
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

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 #
Panther Valley JSHS		107
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 24 feet, 0 inches	384sqft	13
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

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 #
Panther Valley JSHS		112
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 22 feet, 0 inches	374sqft	13
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

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 #
Panther Valley JSHS		114B
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

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 #
Panther Valley JSHS		114A
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2021-08-30		

Uploaded Files
JSHS Floor Plan.pdf

5Assurance Check

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

Building Name		Room #
Panther Valley JSHS		A104
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 25 feet, 0 inches	925sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
--	-----	--

Building Name		Room #
Panther Valley JSHS		A112
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 17 feet, 0 inches	408sqft	14
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

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 #
Panther Valley JSHS		A215
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 26 feet, 0 inches	468sqft	16
Implementation Date		

2021-08-30
Uploaded Files
JSHS Floor Plan_2700789c.pdf

8Assurance Check

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

Building Name		Room #
Panther Valley Intermediate Sch		C111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

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 #
Panther Valley Intermediate Sch		C311
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

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 #
Panther Valley Intermediate Sch		C211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27

Implementation Date
2021-08-30
Uploaded Files
Intermediate School Floor Plan.pdf

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 #
Panther Valley Intermediate Sch		C212
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

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 #
Panther Valley Intermediate Sch		S103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

13Assurance Check

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

Building Name		Room #
Panther Valley Intermediate Sch		N125
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

26 feet, 0 inches x 36 feet, 0 inches	936sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

14Assurance Check

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

Building Name		Room #
Panther Valley El Sch		B24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

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 #
Panther Valley El Sch		D40
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

16Assurance Check

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

Building Name		Room #
Panther Valley El Sch		C36
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 12 feet, 0 inches	408sqft	14
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

17Assurance Check

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

Building Name		Room #
Panther Valley El Sch		D44
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

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 #
Panther Valley El Sch		A10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

19Assurance 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
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	7	Elementary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	9	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Understanding Autism and Strategies to build success for autistic students			
Lead Person/Position		Year of Training	
Shaun McElmoyle		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Intermediate Unit Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Lanae McKelvey / School Psychologist		2021-22	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Classroom Management for Classroom Monitors	
Lead Person/Position	Year of Training
CLIU / Office of Curriculum and Instruction	2021-2022

Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Indicator 13: Developing Transition Plans			
Lead Person/Position		Year of Training	
Kendyle Mills		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Group Reading Assessment and Diagnostic Evaluation (GRADE): Training on implementation of GRADE, norm-referenced diagnostic assessments, given BEFORE instruction to DRIVE instruction. They show students' performance by foundational skill, determine weak skills areas or "gaps" that require remediation and intervention, and strengths that can be used to build interventions or require enrichment.			
Lead Person/Position		Year of Training	
Tammy Chrin/Special Education Supervisor		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit Other	Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Transition Workshop			
Lead Person/Position		Year of Training	
Kendyle Mills / Educational Consultant		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Parents

IEP Development

Description of Training			
Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Greg Kosciolek / Special Education Supervisor		2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	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

