

Panther Valley SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

---

## Demographics

1 Panther Way  
 Lansford, PA 18232  
 (570)645-4248  
 Superintendent: Dennis Kergick  
 Director of Special Education: Sandra Michalik

## Planning Committee

Name	Role
Lisa Mace	Administrator : Professional Education Special Education
Wayne Gryzik	Board Member : Professional Education Special Education Schoolwide Plan
Meredith Alabovitz	Community Representative : Special Education
Lanae McKelvey	Ed Specialist - School Psychologist : Special Education
Marta McLaughlin	Elementary School Teacher - Special Education : Special Education
Janet Fisher	Instructional Technology Director/Specialist : Professional Education Special Education
Tracey Fertally	Middle School Teacher - Special Education : Special Education
Mindy McArdle	Middle School Teacher - Special Education : Special Education
Catherine Hertzog	Special Education Director/Specialist : Special Education

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 370

### *Identification Method*

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

The identification process exists throughout all of the grades from elementary through secondary; parents, teachers, ancillary personnel, administrators, or the child him or herself may first indicate that a student is experiencing difficulty or may be at risk of failing. Most students who are considered as possible candidates for special education are initially identified by their teachers and/or parents. The guidance department is responsible for the case management of services and supports provided prior to referral for evaluation.

The Panther Valley School District boasts a comprehensive and pervasive Child Find process. In conjunction with the local intermediate unit, Carbon Lehigh Intermediate Unit 21 (CLIU), the Annual Notification of Rights under FERPA for Elementary and Secondary Schools is issued each year. This includes the annual issuance of "Special Education Programs for Students with Special Needs." Each participating school district is listed, in addition in reference to nonpublic/private schools, preschools, and charter schools. Also included are the types of programs and screening, evaluations. This notification is posted for public review on the school district's website, on the walls within the district's buildings, in the local newspapers, on the district's website, as well as in local community buildings such as the public library. The Panther Valley School District's website gives explicit and clear directions on what parents and caregivers can do in response to a child with a suspected disability. All personnel employed by the school district received training in knowing how to report a caregiver's verbal suspicion of a suspected learning disability or mental health issue. Bus drivers and support staff have also been provided with the procedure to contact the special education office to ensure that Child Find is honored appropriately.

For school age students, the identification process is well established and effective at all levels. Indicators such as poor progress reports, conferences, report cards, test results (informal and formal, diagnostic, summative, and formative), performance on daily assignments, disciplinary patterns, and inability to perform grade level assignments with ease are often part of the identification process for those students having difficulty in the general education curriculum. These poor performance indicators are considered with further investigation into whether some physical or medical circumstance may be influencing the performance of the student. A Child Study Team is currently established at the elementary level. The child study team is designed to provide

collaborative, team-based approaches which assist teachers with interventions to address the needs of students identified as being at-risk for school failure. The goal of this support is to assure that students are taught at their instructional level and that they are reinforced at their independent level throughout the intervention period. The child study team incorporates an instructional assessment, in which the student's reaction to carefully designed instructional strategies is analyzed and the extent to which the regular classroom environment can be modified or adapted to sustain the student's progress is appraised. Whenever student progress is sufficiently maintained in the regular classroom, through instructional support, the student is not referred for evaluation because the student does not demonstrate a need for special education to achieve academic progress. When the instructional assessment of the student experiencing academic difficulties indicates a performance level and rate of progress which is not sufficient to demonstrate success in the regular class without the addition of supplementary aids and services, referral for further evaluation is indicated. For these students, the results of the instructional assessment that is conducted by the child study team are later considered by the Initial Evaluation and IEP teams. Information such as instructional level, the student's rate of learning, and which strategies were and were not effective are reviewed.

Elementary level: Child study teams of parents and educators work together to plan interventions designed to address academic learning or behavioral problems. Data is tracked to determine if the interventions have been successful. Modifications are made as necessary, based upon feedback and data review.

Intermediate level: Teacher data meetings occur weekly, so that educators discuss any potential student academic concerns. Interventions are recommended and implemented, and data is derived based on the student's response to the interventions. If student performance has not improved, the school psychologist and the special education supervisor are invited to these meetings to provide perspective.

Secondary level: Guidance counselors collect information from a student's cumulative records, enrollment records, health records, attendance records, teacher input, and report card grades as part of the process of investigating factors which may affect or impact a student's current performance or when problems impact the student's school performance. Guidance counselors coordinate and assist professional teams to design and implement interventions by those teachers who instruct the student.

In the event pre-referral interventions have not been successful, and the student is suspected of having a learning disability, assessments are administered by a school psychologist, who analyzes the findings to determine identification to qualify for specially designed instruction.

As per the definition of "specific learning disability" as stated in federal legislation, "the term 'specific disability' means a disorder in one or more of the basic psychological processes involved in understanding or using language, etc..." The federal and state regulations are strictly followed to include a discrepancy between instructional opportunities and response to them, as well as a formal assessment of basic psychological processes as they underlie specific learning disabilities as found in

the definition. An analysis of basic psychological processing weaknesses that are associated with academic weaknesses as found in the scientific literature on specific learning disabilities. A dual discrepancy model is employed: 1. Discrepancy pattern of strengths and weaknesses between basic psychological processes; 2. Discrepancy between instructional opportunities and rates of improvement based on both standardized achievement patterns as well as the progress monitoring of instructional interventions.

Procedures include, but are not limited to, intelligence scales as well as tests of educational achievement, working memory, behavior rating scales, and executive functioning scales. Data from these assessments include the child's verbal comprehension index, perceptual reasoning index, general ability index, letter and word recognition, reading comprehension, math computation, math concepts and applications, processing speed, and working memory. Additional procedures include review of records, parent input, teacher input, and observations.

Parental input and participation is welcomed and encouraged throughout the school district. If a parent requests an evaluation or reevaluation of a child, a Permission to Evaluate (PTE) or Permission to Re-evaluate form is promptly sent to the parent, within 10 calendar days to indicate consent to begin testing. Furthermore, the district upholds its Child Find obligation relative to Services to Nonpublic Students (22 Pa. Code Chapter 15), as well as Special Education Services to Nonpublic Students (22 Pa. Code 14.45). Equitable Participation and dual enrollment are offered to qualifying students. All resident students are entitled to an evaluation, including nonpublic students.

### ***Enrollment***

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

In review of the Special Education Data Report School Year 2016-2017, students identified as Specific Learning Disability is at 45.9% compared to the state average of 41.8%. The discrepancy is 4.1%, which indicates that there is a disproportionate representation. However, this is an improvement from the previous year's percentage of 53.8%, yielding an ~11% discrepancy. The district attributes the low socio-economic population as a contributing factor. The LEA remains mindful of the disproportionate representation and will take the following measures: Improve the child study model to more closely resemble the Response to Instruction and Intervention model; whereas, data are collected and reviewed to inform instruction. Data will be used diagnostically to target student skill deficits and the level of general education teachers' accountability will be increased, with support from the building principals. General education students with low performance rates will be strategically placed in co-taught or inclusion classrooms where there is an additional level of support and an increased opportunity for small group instruction in the regular education setting.

Continued review of the Special Education Data Report School Year 2016-2017 indicates

disproportionality of educational environments. According to the data, the LEA notes 48.8% of special education students inside the regular classroom 80% or more, in comparison to the state average of 62.4%. This indicates a 13.6% discrepancy. The LEA has an amount of 14.2% inside the regular class less than 40%, as compared to the state average of 9.0%, creating a 5.2% discrepancy. The district will continue to address these disproportionate figures by training teachers to correctly calculate and report the educational environment descriptors for their students. Additionally, teachers will be responsible for identifying additional elements in the school day where they can increase the amount of time special education students are included. This will be reviewed monthly, as well, whereby teachers will calculate time spent in assemblies, specials, community based instruction, work based learning, and other areas into the calculations. Furthermore, teachers will receive additional training in positive behavior support and managing challenging classroom behaviors in order to maintain students within the regular classroom environment.

There is a significant disproportionality between the percentage of the LEA's special education students in other settings (9.9%), compared to the state average of 4.9%. Although this difference is an improvement since the submission of the last Special Education Plan, a discrepancy of 5.4% exists, and it is being addressed in several ways. Prior to the current special education supervisor's tenure, the Panther Valley School District did not have emotional support programs at each level within the district buildings. As a result, these students received instruction outside of the regular school building through alternative placements. However, in addressing this need, the district established its own programming of emotional support classrooms in 2014, at each building level. These programs were new and in the process of getting started, through staff professional development, creating and maintaining classroom behavior systems, and enhancing staff efficacy in addressing the needs of the emotional support population. As a result, the district has made significant gains in addressing this disproportionality, providing appropriate instruction for the emotional support student population, as well as continuous review of placed students to return to the district's programs. To continue addressing this disproportionality, the district will provide additional training and resources to emotional support teachers in order to support the reintegration of students previously placed in out-of-district emotional support settings. Other factors within the district that affect disproportionality include group homes and foster programs that are within the school district. The special education supervisor periodically reviews data and any disproportionate population percentages as a reference to review our programs, student populations, and offerings within the district.

The LEA's percentage of speech or language impaired students is 6.3%, in comparison to the state average of 15.0%, creating a disproportionate 8.7%. This is due to the increased learning support students in the district, and those speech students are captured under that category, receiving speech as a related service.

Additionally, the Panther Valley School District adheres to all Pennsylvania enrollment policies, as outlined in 24 P.S. 13-1301- 13-1306. This encompasses following the law in terms of entitlement to education, including nontraditional student classifications, such as resident students and those with court orders or custody agreements, students living with a resident adult other than a parent, foster

students, emancipated minors, homeless students, pre-adoptive or adoptive students, students seeking re-enrollment after returning from delinquency placements, school-age children of military personnel, children of families with limited English proficiency, and twins and multiple siblings. The district is committed to provide swift and accurate enrollment measures of students with special needs. The district firmly adheres to 22 Pa. Code 11.11 (b), whereas the LEA must provide placement recommendation of the student within five business days upon receipt of required enrollment documents, striving to provide placement to commence during the next business date. The special education supervisor thoroughly and meticulously reviews special education documents of new student enrollments, so that the most appropriate placement is recommended. To the extent possible, the district offers a placement comparable to the most recent placement of the student, adopts the most current IEP, and promptly issue a NOREP to denote change in placement or setting. A new IEP is issued within thirty days. The school district policy generally lists guidelines for enrollments that include: School age residents and eligible nonresident students shall be entitled to attend district schools; The district shall normally enroll a school age eligible student the next business day, but no later than five business days after application; The district shall immediately enroll homeless students, even if the student or parent/guardian is unable to produce the required documents; The district shall not inquire about the immigration status of a student as part of the enrollment process.

### ***Non-Resident Students Oversight***

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

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 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. Furthermore, the Panther Valley School District is committed to the guidelines of 24 P.S. 13-1306.2 referring to Juveniles Incarcerated in Adult Facilities, due to the facility within the district's boundaries is an adult correctional facility. The district is cognizant that any student incarcerated in the Carbon Correctional Facility who is 21 years of age and under following conviction for a criminal offense who is otherwise eligible for educational services as provided under the referenced act shall be eligible to receive educational services from the board of directors

in the same manner and to the same extent as a student who has been expelled pursuant to section 24 P.S. 13-1318. The district's Child Find procedures are followed by the Carbon Correctional Facility, and a teacher is dispatched to the facility to provide instruction. IEP documents are followed to the extent possible within the facility's guidelines in relation to rules and safety contained therein. The IEP is kept in compliance in regard to progress monitoring as directed, annual IEP development, and the Reevaluation process is followed.

### *Incarcerated Students Oversight*

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).

Carbon County Correctional Institution, a prison, is located within the boundaries of the school district. Panther Valley School District serves as LEA for all students with disabilities who are incarcerated. Section 1306.2(b) requires that persons under twenty-one (21) years of age who are confined to an adult local correction institution following a charge for a criminal offense shall be eligible for educational services in the same manner and to the same extent as a student who has been placed in an alternative education program for disruptive students pursuant to Article XIX-C (Disruptive Student Programs). Applicable to programs for both charged and convicted individuals, Section 1306 of the School Code requires PVSD as the "host district" to allow nonresident students residing in institutions within the district to attend the public schools of the host school district. Where this is not possible, the host district shall conduct an educational program at the institution. The district maintains its Child Find obligation by making public 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 completion 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 to uphold its obligation to incarcerated youth "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."

Parents are kept involved in the student's educational component, 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 the determination is made if the student is a special education student. All students are provided with on-site instruction at their appropriate instructional levels 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. Furthermore, the district communicates with the facility so that no bundling of services occurs.

Barriers of the school district to meet its obligations under Section 1306 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.

Panther Valley School District has a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. PVSD sends its annual public notice to the warden of Carbon County Correctional Institution. PVSD has developed a systematic, on-going means of communicating with CCCI to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. Additionally, PVSD will contact the PennData database each quarter to determine whether school-age inmates have been previously identified as eligible for special education. Carbon County Correctional Institute will contact Panther Valley School District for enrollment upon the addition of any school-aged inmates. A representative of Panther Valley School District will enroll the student and locate any prior special education documentation. Moreover, the Office of Special Education at PVSD will contact Carbon County Correctional Institute monthly to verify rosters and ensure any new students have been reported to the district. Additionally, the compliance monitoring of our district yielded a corrective action of the prison monitoring. It was shown that the school district is recently compliant in all areas including: Child Find, positive behavior support, compliant timelines, and content of Individualized Education Plans and Reevaluation Reports. The Panther Valley School District recognizes the principles 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.

### ***Least Restrictive Environment***

1. Describe the District procedures, which 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.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services

and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Panther Valley School District has child study teams at both the elementary and intermediate school levels. This team approach consists of the school psychologist, guidance counselors, teachers, and a behavioral consultant. Additionally, the building principal and 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 who are struggling academically or behaviorally are provided with data collection and interventions to be integrated with fidelity and consistency. As applicable, the staff to student ratio may be decreased to include more support through a paraprofessional, who is in the general education setting as an inclusion model, but also to provide support to all students who require it.

Through this team model, the district is also using 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 numerous trainings on inclusion and co-teaching; consequently, the culture is established where all students are accepted in all classes and areas of the school buildings. Every level, that is kindergarten through 12th grade, has an established co-taught or inclusion model. This includes the students who are identified as life skills support, as well as emotional support and multi disabilities support.

Paraprofessionals maintain a Highly Qualified status, so that they are equipped to provide necessary and appropriate supports in classroom settings. This support staff has been 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.

Additionally, the special education department has provided in-services and other trainings for general education teachers, in order to enhance their capacity to provide specially designed instruction to special needs students within the general education environment. This method has allowed 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.

SPP targets and Indicator 5 are continuously in review. At the current time, the district has 46 students placed out of district, which is a considerable improvement, considering the last Special

Education Plan's data showed 81 students. The LEA has examined this situation and is proactively taking measures to reduce these numbers. The special education supervisor, upon approval of the school board, created three emotional support classrooms within the district. This measure will reduce the amount of students placed in alternative education programs, as a supportive environment will exist in the neighborhood school setting.

The school district respects and adheres to the general principals set forth by Pennsylvania state law. When making placement decisions, the district references the following: Free and Appropriate Public Education must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment; The district does not remove students from regular education classrooms merely due to the severity of their disability; the district ensures that services are provided for students with disabilities, including significant cognitive disabilities, by implementing specially designed instruction, as well as supplementary aids and services to guarantee least restrictive environment placement; the IEP teams consist of well trained professionals, having experience in professional development, to make determinations involving IEP goal implementation in regular education classrooms with supplementary aids and services prior to consideration of removal from the general education setting; More restrictive settings are considered only after IEP teams consider a full range of supplementary aids and services in regular education classrooms, including modification of curriculum content.

Additionally, Panther Valley School District assures that teachers receive professional development to learn and implement research-based practices, strategies, and techniques to support students in regular education classrooms that constitute the inclusion setting. The district determines to make program and placement decisions based on student strengths and needs, as clarified through the evaluation and reevaluation processes. Special education teachers receive training and updates on Least Restrictive Environment, so that they demonstrate efficacy in implementing strategies that facilitate students' participation in the LRE. The special education supervisor maintains the responsibility of providing teachers with the most current IEP document, as well as the current format of the NOREP document, Procedural Safeguards Notice, Parent and Student Invitation documents, and all other information. The school psychologist also updates professional development and maintains updated and current evaluation protocols.

An LEA representative attends every IEP meeting, including those held in locations outside the district. This is to ensure that every student is provided the supplementary aids and services necessary to remain included with non-disabled peers to the maximum extent. There is an LEA representative present at all review meetings held in out of placement facilities. These regularly-scheduled meetings provide the district with progress monitoring data relative to student behavioral goals. It is emphasized that students will begin a transition plan to return to the home school upon goal achievement. Such a plan may include a half day trial to the school district program, which has been a successful model.

In review of the Special Education Data Report School Year 2016-2017, students identified as Specific Learning Disability is at 45.9% compared to the state average of 41.8%. The discrepancy is

4.1%, which indicates that there is a disproportionate representation. The district attributes the low socio-economic population as a contributing factor. However, the LEA is mindful of the disproportionate representation and will take the following measures: Improve the child study model to resemble the Response To Instruction and Intervention model, whereas data is collected and reviewed to inform instruction. Data will be used diagnostically to target student skill deficits and the level of general education teacher accountability will be increased, with support from the building level principals. General education students with low performance rates will be strategically placed in co-taught or inclusion classrooms, where there is an additional level of support and an increased opportunity for small group instruction in the regular education setting.

Continued review of the Special Education Data Report School Year 2016-2017 indicates disproportionality of Educational Environments. According to the data, the LEA notes 48.8% special education students inside the regular class 80% or more, in comparison to the state average of 62.4%. This indicates a 13.6% discrepancy. The LEA has an amount of 14.2% inside the regular class less than 40%, as compared to the state average of 9.0%, creating a 4.2% discrepancy. The district will continue to address and improve these disproportionate figures by training teachers to correctly calculate and report the educational environment descriptors for their students. Additionally, teachers will be responsible for identifying additional elements in the school day where they can increase the amount of times special education students are included. This will be reviewed monthly, as well, whereby teachers will calculate time spent in assemblies, specials, community based instruction, work based learning, and other areas into the calculations.

Additionally, supplementary aids and services will be reviewed for continued appropriateness and enhanced where necessary. Teachers receive periodic training on the SaS Toolkit and are held accountable to implement these precepts in classroom situations. Teachers will learn to compile and organize information about the student, create profiles of general education settings, identify potential barriers to learning and curriculum access in the general education classroom, identify strategies to eliminate those barriers, and analyze SaS options to determine appropriate and viable alternatives for implementation.

The school district regards all of the components of supplementary aids and services and adheres to the "Framework for Considering the Full Range of Supplementary Aids and Services" within our programs:

- The collaborative category involves adults working together to support students. This includes scheduled times for co-planning and team meetings by providing teachers with common planning times. Co-teaching and inclusion (involving paraeducator support) is firmly established within our supplemental and itinerant models. Furthermore, parental collaboration is strongly valued and sought, and parents have been given the Pennsylvania's Supplementary Aids and Services Toolkit: Overview for Parents. Special education teachers receive regular professional development through in-service content, whereby knowledge is shared regarding effective partnerships with parents, collaborating with colleagues and administrators. Further professional development has been provided regarding supplementary aids and services in the form of unpacking the components of the SaS Toolkit, including each domain, adaptation and modification

checklists appropriate for all student levels. Furthermore, special education teachers receive monthly meetings and regular in-service dates to provide time to collaborate.

- The instructional component requires the development and delivery of instruction that addresses diverse learning needs. Our district addresses this partially through providing research based explicit instructional reading programming. Data informs instruction, which results in teachers changing the method of presentation, tiering and scaffolding instruction, and providing differentiation. Alternative materials (such as Braille and assistive technology) are thoroughly discussed during the IEP meeting process, the evaluation and reevaluation processes, and during SETT meetings. Special education teachers receive periodic training in modified curricular goals and standards based IEP development, including appropriate measureable annual goals. Instructional adaptations exceed specially designed instruction to include interventions. All special education teachers have a manual of instructional and behavioral interventions, but these practices are applied most effectively through monthly special education meetings to discuss student progress and need, and to determine strategies, interventions, techniques, and methods to address them. Teachers received training through the intermediate unit on the Four Step Process, so that least restrictive environment settings can be considered and designed within a student's program.
- The physical element requires modifications and adaptations to the physical environment. Some specially designed instruction (for example, preferential seating) are pervasive. However, the IEP teams collaborate to meet all students' needs by providing required adjustments to the physical environment. For instance, students who ambulate with wheelchairs are provided with special seating arrangements so that they can participate with their peers in all presented classroom activities and learning experiences. Adaptive equipment is secured for students who require this level of support. Students on the autistic spectrum have sensory input regularly monitored and reviewed, so that specific and individual needs can be met. Teachers received training in strategies to address autistic spectrum disorders, which included sensory diet information.
- The social-behavioral category dictates that districts provide supports and services to increase appropriate behavior, with the goal of reducing interfering behaviors, including those of a disruptive nature. Social skills instruction is provided within the emotional support programs, as well as through groups led by other staff such as guidance counselors. The district contracts a behavioral consultant to provide individual and group supports, whereas the group involvement allows peer interaction and supports to promote and foster collaboration and friendship. Select staff received professional development in Functional Behavioral Assessments and all special education teachers receive regular professional development in developing behavior goals and positive behavior support plans.

By providing a continuum of emotional support and life skills support programming, so that these programs are available at every grade level within the district's school buildings, Panther Valley School District is addressing 34 CFR 300.114 (ii) which mandates, "Special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The district maintains that such services are available to all students who require them, are designed to provide meaningful

educational benefit, and are provided in a manner that avoids stigmatizing students.

Special education teachers receive training on IEP writing, most notably to know every aspect of Section VII Educational Placement, Questions for the IEP Team. Teachers are knowledgeable on how to present questions regarding individual student placement decisions, such as the supplementary aids and services provided to contribute to progress toward IEP goals, benefits provided in the general education setting versus benefits provided in the special education class, potential beneficial and /or harmful effects of inclusion, and the extent of participation of individual students with non disabled peers in extracurricular and nonacademic activities.

District-wide, supplementary aids and services are currently in place and will be shared more readily among team members at all levels. Examples include: reduction of visual distractions, limit oral distractions, establish daily routine, reduce or substitute assignments, vary activities, allow additional time, reduce excess materials on desk, tape record directions/assignments, reduce the amount of material on a page, outline reading material, usage of manipulatives, ask students to repeat directions, provide varied activities for given concepts, provide vocabulary lists, teach skimming/scanning skills, break down assignments into smaller units, break projects into small and manageable tasks, allow time to summarize, segment directions, test orally, multi-sensory approach, provide guided practice, provide practice trials, ask frequent questions, repeat major points, change question level, change response format, highlight key words, and provide more adult supervision to list a few examples. This is not an exhaustive listing.

### ***Behavior Support Services***

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

As through the child study team framework, 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 effective use of rewards and consequences. Permission to Evaluate (PTE) may be issued to conduct a Functional Behavioral Assessment (FBA) 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. The school mascot is a panther, and this theme is revisited throughout the behavior plan, as students can earn "paws" in 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. In the event that the abovementioned strategies are not successful in reducing or extinguishing said behaviors, a Permission To Evaluate may be issued, in order to assess the student for a potential emotional disturbance, thus requiring emotional support services through special education.

Students in the emotional support program are in possession of a levels-based classroom behavior management system where compliance related to task, area, language, interaction, and direction are measured and monitored. The level system is designed to anticipate problem behavior prior to its occurrence, in order for staff to be proactive and preplanned to stop or interfere with those behaviors. 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 (BIP) with their IEPs. This plan is developed based on a Functional Behavioral Assessment, and is provided to all staff members who work with the student in the school setting.

Furthermore, a behavioral consultant works directly and in small groups with students who require an additional level of intervention. Such sessions include a life space model that utilizes a behavioral interventionist to discuss behavior choices and ways to make better behavioral decisions in the future. Peer and adult interaction techniques are also discussed and practiced. The behavioral consultant works closely with the Child Study team, so that interventions can be explored, and data collection gathered in response to those interventions, prior to consideration to evaluate for a potential emotional disturbance. Teachers and paraeducators receive professional development in strategies, techniques, and methods to promote prosocial behavior, effectively deescalate more serious student behaviors, and to identify triggers in students to make them as successful as possible in managing behaviors at the classroom level.

Behavior management is reward based whenever appropriate. In order to address student behaviors at the classroom level, to the extent possible, teachers and paraeducators receive information on effective ways to redirect student behaviors. Similarly, a widespread district practice is to provide specific students with interest or reward surveys, so that the most appropriate reward schedule or behavior plan can be offered. In such situations, teacher-prepared behavior charts, tailored to target specific student behaviors are utilized, after such students receive explicit instruction on the targeted behaviors and strategies to attain them. Students are taught to employ replacement behaviors in order to demonstrate acceptable behaviors in the school setting.

Parent involvement to address student behavior issues is always recognized. Parents are invited and encouraged to attend meetings, and receive regular and frequent communication. Furthermore, there is a Parent Resource Center within the district for families to access relevant information, including behavior modification strategies. The special education department hosts a parent training annually, in order to address behavior management.

The district collaborates with the Carbon Lehigh Intermediate Unit to house a mental health outpatient clinic on our school grounds. The clinic provides students, as well as adults residing in the community, with outpatient therapy and services within their community. This was designed in consideration for the lack of transportation of some families who reside within the district. Although the district does not operate this program, it is involved with identifying students who would benefit or require this level of support. The principals, guidance counselors, school psychologist, and special education supervisor have developed and implement a referral process, providing parents with assistance in initiating the process. The district also partners with the Drug and Alcohol county agency, whereby a representative of that entity provides group and individual counseling for students.

All special education staff at each building level will be trained using Safety-Care Crisis Intervention. This IU delivered training provides individuals with de-escalation techniques to first identify when a student is becoming frustrated or agitated, as well as appropriate steps to take to counteract this. Safe and appropriate student restraint is part of the training, although there is a strong emphasis on the concept that such a measure is to be used for extreme circumstances, when all other de-escalation techniques have failed. This information provides teachers with knowledge on effective management of behavior and de-escalation techniques that can be used in a wide variety of situations. Special education teachers, paraeducators, and select staff will receive a refresher session regularly.

The special education supervisor continues to become updated with professional development in current laws regarding suspension and expulsion of special education students. This information, in turn, is disseminated to all building principals and the disciplinarian, so that no violations occur in relation to Manifestation Determination.

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

To ensure Free and Appropriate Public Education, the school district recognizes the potential of certain student needs that cannot be adequately or appropriately met within the general school environment. In these cases, placement options are discussed, utilizing a team approach that

contains a cross section of professionals including the special education teacher, general education teacher, principal, special education supervisor, guidance counselor, the parents, and the student (if applicable and appropriate). In certain situations, a multi-agency approach is implemented, such as a CASSP meeting. The Panther Valley School District is fortunate to have several placement options to address a variety of behavioral and emotional student needs in neighboring communities. This includes the following entities:

Behavioral Health Associates Packer Ridge Campus - This alternative school setting services students who require a more structured and supportive environment than the general school environment, as well as intensive instruction in behavior modification.

Behavioral Health Associates Intensive Social Skills Training - This program provides the Competent Learner Model for students who have been classified as being on the autistic spectrum. This program provides explicit instruction of social outcomes.

Behavioral Health Associates Academy - This houses an acute partial hospitalization program for students who have been recommended as having this need by a psychiatrist. This program also provides an appropriate step-down for those requiring this level of intervention following hospitalization.

Behavioral Health Associates PRIDE Program - This setting addresses conduct related behaviors within a therapeutic setting that pairs a structured behavior modification system with prosocial explicit instruction and Restorative Practices.

Carbon Learning and Achievement School - This intermediate unit program is a center-based partial hospitalization program.

PA Treatment and Healing - This Alternative Education for Disruptive Youth program provides substantial behavior modification and a counseling component for identified students.

In addition to center-based programs in the local vicinity, the Carbon Lehigh Intermediate Unit provides programs for students within the general school building. Programs where district students are placed include the following:

SITES Partial Hospitalization Program, located at Towamensing Elementary School - This intermediate unit-run emotional support classroom integrates students with their general education peers to the extent possible.

SITES Partial Hospitalization Program, located at Lehigh Area Middle School, High School - These district-run emotional support programs provide a continuum of care within a school district setting, and integrate emotional support students with their general education classmates to the extent possible.

The emotional support program, located at Penn kidder Campus - The intermediate unit-run program integrates emotional support students into the general education setting to the extent possible.

Besides offering program options for emotional support students, the intermediate unit also provides programs for multiple disabilities students, housing them in general education school buildings (Panther Valley Intermediate School, Weatherly Middle and High Schools, Northern Lehigh Middle and High Schools, and Lehigh Area Middle School) and autistic support students.

The LEA attends regular review meetings and communicates and collaborates with these programs to progress monitor students relative to their behavioral goals and to transition them back to the general education setting as appropriate. The LEA maintains frequent communication in terms of progress monitoring, report cards, level system infractions, and other pertinent information. Additionally, the school district is in its infancy phase of the addition of three emotional support classrooms throughout the district. This is the school district's attempt to increase capacity by adding such programs to keep students in district buildings.

Intensive Interagency coordination also recognizes that the LEA is obligated to provide appropriate education for students with disabilities who cannot be appropriately educated in a public setting . According to Code 20 U.S.C. 1412(a)(12), the school district must secure a Regional Interagency Coordinator, often invoking the CASSP process, to become involved in difficult to place students. The CLIU supports the Panther Valley School District in this capacity. The district is required to adhere to prescribed timelines for student placement. At times, such placement decisions involve instruction conducted in the home. The district takes this responsibility seriously, and the special education supervisor accesses the Special Education Students at Home Reporting System whenever applicable. The district developed a guide for parent reference.

### ***Strengths and Highlights***

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Panther Valley School District views parents as our most important stakeholders. Our priority is to make parents, guardians, and caregivers feel like welcomed and valued members of their children's educational programs. Therefore parent trainings are emphasized, as the district continuously attempts to empower parents with information to be effective partners in their children's education. Parental trainings offered through Carbon Lehigh Intermediate Unit are shared with parents though the school district's website. Other relevant training opportunities presented through CLIU are provided to families directly when they are relevant to individual students or populations. Such trainings include: community safety, entitlement versus eligibility, Americans with Disabilities Act basics, family leadership, child's rights, scholarship information, autism, emotional needs, transition services, community resources, consumer financial management, inclusion, career

and academic planning, FERPA, and many other topics.

PVSD is comprised of small communities that embrace family values. Therefore, the majority of students demonstrate respect toward staff and other students, resulting in a learning environment that reflects community and citizenship. The school district believes that most students can be educated in the general education setting, with the presence of supplementary aids and services. Similarly, the district's philosophy is that all students should be provided with the opportunity to receive instruction within their neighborhood school setting, thus promoting Least Restrictive Environment principles.

The inclusion model is well-established, as a result of the values translated by the building principals that all students can learn and that a culture of tolerance and differentiated education is omnipresent. They continuously update their knowledge base with best practices in terms of standards-aligned instruction, data collection to inform instruction, and frameworks for teaching. As a result, teachers strive to be high-performing educators who provide contemporary, relevant instruction where student engagement is key.

Many of the students serviced by the district are from low socioeconomic situations. As a result, the district provides myriad outreach programs and efforts to families, including providing school uniforms. The district provides free lunch and breakfast to all enrolled students. This concept has increased student attendance. Panther Valley School District recently partnered with St. Luke's Hospital for the Adopt-a-School program. A full-time school-based coordinator is available to help navigate parents with needed physician resources, insurance assistance, food pantry assistance, and other supports. This initiative supplies the Free Summer Meals for Kids and Teens, the vision shuttle service and van, and the dental van. The Adopt-a-School program provides curriculum material to promote healthy lifestyles for students, has vegetable gardens on school grounds that promote student engagement, and plans community outreach events. The Mobile Youth Health Center (MYHC) aims at improved student health and a decrease in absenteeism by providing medical care during school hours to students in grades 6-12. The MYHC provides a special focus to students who lack healthcare and offers temporary provider services while helping the family access and obtain permanent healthcare.

Panther Valley School District is the only district in its county and local vicinity to possess a Junior Reserve Officers' Training Corps (JROTC). This elective course provides a wealth of experiences in student development. Panther Valley's JROTC program is the pride of the community, as student cadets have made the program visible through involvement in parades, funerals, presentations, and other outreach activities. This JROTC program is well known and prominent in the community, its cadets emerging as strong role models for other students and younger children.

In conjunction with the Carbon Lehigh Intermediate Unit, the district houses a mental health clinic with a psychiatrist, nurse practitioner, and licensed therapists. This clinic was founded to serve the students of the district who lack the means and transportation to obtain regular mental health services. This clinic was also placed within the district, so that adults can have access to mental

health services within their community, instead of driving a far distance to receive these much needed services. The special education department and behavior consultant developed procedures for student referrals to this clinic, in order to further ensure those who need this level of care can readily access it.

The Panther Valley School District has a strong and experienced leadership team. The superintendent promotes a caring and consistent environment, promoting academic rigor and excellence. Consequently, the building principals and special education supervisor manage their staff to expect high quality instruction, professional empathy, and high expectations for students. Frequent professional development is provided to all staff. This includes instructional assistants, who must maintain Highly Qualified status by accumulating twenty hours of relevant training per school year. At all levels, special education teachers are Highly Qualified and collaborate with departments within the school buildings.

There is a strong sense of community within the school district. This is evidenced by a significant amount of teachers and staff who are Panther Valley graduates. Similarly, there are a substantial amount of teachers and staff within the district who reside within its boundaries, entrusting the district to educate their own children.

# Assurances

---

## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Carbon Correctional Facility	Incarcerated	The district provides education for students, based on their credit requirements, as per transcript information. This includes special education students, where an IEP is followed. The district provides this instruction to meet requirements for graduation.	0

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavioral Health Associates Academy	Other	Emotional Support	4
IU 21 Classroom at Lehigh Area High School, Lehigh Area School District	Neighboring School Districts	Emotional Support	2
IU 21 Classroom at Lehigh Area Middle School, Lehigh Area School District	Neighboring School Districts	Multi Disabilities Support	3
Behavioral Health Associates Intensive Social Skills Program	Other	Autistic Support	7
IU 21 Classroom at L. B. Morris Elementary School, Jim Thorpe Area School District	Neighboring School Districts	Multiple Disabilities Support	4
PA Treatment and Healing	Other	Emotional Support	5
IU 21 Classroom at Towamensing Elementary School, Palmerton Area School District	Neighboring School Districts	Emotional Support	1
Behavioral Health Associates Packer Ridge Academy	Other	Emotional Support	8
IU 21 Classroom at Weatherly Area Middle School, Weatherly School District	Neighboring School Districts	Multi Disabilities Support	2
Saint Joseph's Center	Special Education Centers	Multi Disabilities Support	1
IU 21 Classroom at Carbon Learning and Achievement School	Special Education Centers	Emotional Support	1
IU 21 Classroom at Carbon Career and Technical Institute	Neighboring School Districts	Life Skills Support	3
Behavioral Health Associates PRIDE Program	Other	Emotional Support	8
IU 21 Classroom at Panther Valley Intermediate School, Panther Valley School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Northern Lehigh Middle School, Northern Lehigh School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Palmerton Area High School, Palmerton Area School District Enhanced Autism	Neighboring School Districts	Autistic Support	1
IU 21 Classroom at Lehigh Learning and Achievement School	Special Education	Emotional Support	1

	Centers		
IU 21 Classroom at Weatherly Area Elementary School, Weatherly School District	Neighboring School Districts	Multiple Disabilities Support	3
IU 21 Classroom at Northern Lehigh High School, Northern Lehigh School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at L. B. Morris Elementary School, Jim Thorpe Area School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at L. B. Morris Elementary School, Jim Thorpe Area School District	Neighboring School Districts	Life Skills Support	1
EBridge Cyber School Program	Approved Private Schools	Learning Support	4
Hoffman Homes	Other	Emotional Support	1
KidsPeace	Other	Emotional Support	1
Devereux	Approved Private Schools	Emotional Support - Residential	1
North Central STU for Girls	Other	Emotional Support - State Juvenile Facility	1
Abraxas	Other	Emotional Support - Incarcerated	1
Woods	Approved Private Schools	Autistic Support	1
Standing Timbers Academy	Other	Learning Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* August 29, 2017

*Reason for the proposed change:* This change is based on changes in level of support for students on the teacher's caseload. The teacher's caseload contains students who receive itinerant or supplemental services.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	3	0.27
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	8	0.73
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2017

*Reason for the proposed change:* This change is based on changes in level of support for students on the teacher's caseload. The teacher's caseload contains students who receive itinerant or supplemental services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.8
Justification: This is a supplemental model, where students are included in the general education setting.				
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	2	0.2
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2017

*Reason for the proposed change:* This change is based on changes in level of support for students on the teacher's caseload. The teacher's caseload contains students who receive supplemental or full-time services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	3	0.75
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	1	0.25
Locations:				

Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		
----------------------------------	-------------------------------	---	--	--

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2017*Reason for the proposed change:* Reconfiguration of caseloads.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	5	1
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2017*Reason for the proposed change:* This teacher carries a caseload with students requiring itinerant, supplemental, or full-time services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	8	0.66
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	2	0.17
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	2	0.17
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2017

*Reason for the proposed change:* This teacher carries a caseload with students needing itinerant, supplemental, or full-time support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	2	0.11
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	16	0.84
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 10	1	0.05
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* September 3, 2015

*Reason for the proposed change:* Reconfiguration

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	11	0.55
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	9	0.45
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* September 3, 2015

*Reason for the proposed change: Reconfiguration*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.54
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.46
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator: School District*

**PROGRAM DETAILS**

*Type: ClassandPosition*

*Implementation Date: September 3, 2015*

*Reason for the proposed change: Reconfiguration*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	5	0.5
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	5	0.5
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: September 3, 2015*

*Reason for the proposed change: Reconfiguration*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	8	0.89
Locations:				
Panther Valley Intermediate	A Middle School	A building in which General		

School	Building	Education programs are operated		
--------	----------	---------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	1	0.11
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 3, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	0.85
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.15
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 3, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	18	0.75
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.25
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 3, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.5
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	1	0.06
Justification: Many of these students are involved in community based instruction on a daily basis. The majority of the teacher's caseload are students who receive itinerant services and are in the general education classroom.				
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	11	0.69
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 16	4	0.25
Locations:				

Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
----------------------------------	--------------------------------------	---	--	--

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 3, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	10	0.63
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	6	0.37
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 12, 2015*Reason for the proposed change:* Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	11	1
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* The school district contracts speech and language services through an outside agency.*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	25	1
Justification: This is a speech program. Student groups are according to grade level.				
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* Outside Contractor for the School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* December 9, 2016

*Reason for the proposed change:* The district hired the staff member.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	4	1
Justification: This is a speech/language program. Students are grouped according to grade level.				
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class and Position

*Implementation Date:* September 3, 2015

*Reason for the proposed change:* Reconfiguration

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	9	0.75
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	3	0.25
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #23**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 3, 2015

*Reason for the proposed change:* Reconfiguration

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	9 to 11	8	1
Justification: This is an MDS classroom, where there is an appropriate staff to student ratio.				
Locations:				
Panther Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 29, 2017

*Reason for the proposed change:* This teacher manages a caseload with students who have itinerant or supplemental needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	12	0.71
Locations:				
Panther Valley Elementary School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	5	0.29
Locations:				
Panther Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #28**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* December 9, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	0.47
Locations:				
Panther Valley Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	10	0.53
Locations:				
Panther Valley Junior Senior	A Junior/Senior High	A building in which General		

High School	School Building	Education programs are operated		
-------------	-----------------	---------------------------------	--	--

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* January 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	3	0.2
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	6	0.8
Locations:				
Panther Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	Panther Valley School District Administration Office	1
Instructional Aide	Panther Valley Elementary School	13
Instructional Aide	Panther Valley High School	6
Instructional Aide	Panther Valley Intermediate School	7
School Psychologist	Panther Valley Jr Sr High School	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	9 Hours
Occupational Therapist	Outside Contractor	5 Days
Vision Therapist	Intermediate Unit	0.5 Hours
Hearing Therapist	Intermediate Unit	1 Hours
Speech Therapist	Outside Contractor	5 Days
Behavioral Consultant	Outside Contractor	5 Days
Speech Therapist	Outside Contractor	5 Days
COTA	Outside Contractor	5 Days



# District Level Plan

---

## Special Education Personnel Development

### Autism

Description	
	<p>Increase awareness among staff about autism, identify effective strategies to address social/emotional, behavioral, and academic needs of students with autism. Increase in percentage of time spent in the least restrictive environment and the general education setting for students with Autism. Reduction in discipline referrals for students on the autistic spectrum. Staff will be able to identify the appropriate steps to take in developing a Positive Behavior Support Plan. All special education staff will be trained in verbal de-escalation and safe crisis management techniques.</p> <p>The district will identify the staff that will be trained in autism concepts and best practices. Those staff will then implement the train the trainer model to share relevant information with teachers and paraeducators regarding strategies for addressing individual students and the autistic population.</p> <p>The local intermediate unit will be contacted and utilized as a resource to implement elements of the Competent Learner Model and will integrate those precepts into the classroom framework.</p> <p><b>Year 1:</b> Staff will continue to receive training in autism spectrum disorders, as well as behavioral traits of the autistic population and accompanying strategies to address autistic learners and to provide environments where the students with autism can experience increased inclusion and access to the general education curriculum and student populations.</p> <p><b>Session Description:</b> Social Stories - This professional development session will provide information on using Social Stories. Social Stories are an intervention widely used with individuals with Autism Spectrum Disorder. Each story is designed to teach students how to manage their own behavior during a specific social situation by describing where the activity will take place, when it will occur, what will happen, who is involved, and why the student should behave in a certain way. Social Stories are presented in a visual story format which are personalized and tailored to each individual student as it pertains to their needs. Social Stories are made up of several different types</p>

	<p>of sentences (descriptive, perspective, directive, affirmative, cooperative, control, and partial) that are presented in positive language to encourage positive behaviors.</p> <p><b>Session Description:</b> This professional development session will provide the participant with an Introduction to Social Thinking. Participants will explore the development of the social mind and discuss the different levels of social learning challenges and how they impact a person across the school and home day and into the adult years.</p> <p>To address students who are integrated into co-taught or inclusion settings, general education teachers and special education teachers will receive a training on traits and strategies to better understand this student population and to provide appropriate instructional experiences. Teachers who received this training will execute a train the trainer model to provide this knowledge, strategies, techniques, and methods, as well as best practices, to their colleagues. The result is effective and appropriate management of students to increase their interpersonal skills and self management skills.</p> <p><b>Year 2:</b> More staff will be trained and professional learning communities will be designed to address students with autism. Teachers will have experience with implementing strategies and will have developed a history of success in doing so. Teachers will readily collaborate to share techniques and student information.</p> <p><b>Year 3:</b> Teachers will collaborate with parents to provide parent trainings and support services so that resources may be shared. Providing parents with strategies to address their children with autism, such as sensory diets, will strengthen the relationship of our school staff and parent groups.</p>
<b>Person Responsible</b>	Catherine Hertzog
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	PVSD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Identifying strategies to address challenging behaviors. Identifying effective teaching practices, how to engage students with autism in the general education setting Panther Valley School District will provide trainings to all staff providing instruction, support, or services to students on the autism disorders spectrum. PVSD will continue to work collaboratively with Carbon-Lehigh Intermediate Unit 21, as well as service providers in the community to deliver research-based interventions.</p> <p>Year 1: Train key special education teachers regarding strategies to provide effective instruction and behavior modification; notify parents of training events and opportunities to collaborate with other parents.</p> <p>Year 2: Implement a train the trainer model to reach general education teachers, as well as paraeducators.</p> <p>Year 3: Provide district training for parents.</p>
<b>Research &amp; Best Practices Base</b>	CLM, Indicator 8 training, Indicator 13 training, SWPBS, ABA, FBA CPI Training. Differentiated Instruction
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers School counselors Paraprofessional Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Behavior Support

<b>Description</b>	<b>Session Description:</b> Safety Care Crisis Intervention Training - This professional development session will provide information on Nonviolent Crisis Intervention. The focus will be on verbal de-escalation techniques and nonphysical methods for preventing or managing disruptive behavior. Training will involve participants demonstrating skills related to identifying behaviors that could lead to a crisis, demonstrating how to effectively respond to each behavior to prevent escalation, demonstrating the use of verbal and nonverbal techniques to defuse problematic behavior and de-escalate a crisis before it becomes violent, demonstrating how to cope with one’s own fear and anxiety and how to use Safety Care techniques to avoid injury of all members involved
--------------------	--

	<p>if behavior becomes physical. Participants will have opportunities to practice, participate in situational applications, and take part in techniques and drills. These sessions will be available to paraprofessionals as well as special educators (Sessions will be offered on an ongoing basis throughout the school year in partnership with IU #21).</p> <p><b>Session Description:</b> How to Conduct an FBA and Write Behavior Intervention Plans (BIP) - This professional development session will focus on how to effectively conduct and write-up a functional behavior assessment, as well as write a behavior intervention plan based on the data collected in the FBA (One session will be offered per year).</p> <p><b>Session Description:</b> Managing Problem Behavior - This professional development session will focus on addressing behavior problems in the classroom using the principles of applied behavior analysis. This session will be available to paraprofessionals as well as special educators. A secondary training will occur that is developed for parents to address behaviors of concern. (One of each session will be offered per year).</p> <p><b>Session Description:</b> School Wide Positive Behavior Support (SWPBS) - Participants will develop behavioral expectations for students, data collection methods, and learn how to recognize and reward students who meet the school's behavioral expectations.</p>
<b>Person Responsible</b>	Catherine Hertzog
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	PVSD; CLIU
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Safety Care Crisis Intervention:</p> <ol style="list-style-type: none"> <li>Participants will organize thoughts about responding to agitated, disruptive, and assaultive individuals.</li> </ol>

	<p>2. Participants will focus on alternatives when a person loses control and becomes violent.</p> <p>3. Participants will use techniques to control their own anxieties during interventions and maintain the best possible professional attitude.</p> <p>4. Participants will use nonverbal, para-verbal, verbal, and physical intervention skills.</p> <p>5. Participants will work as a team to resolve disruptive and dangerous situations effectively, safely, and respectfully.</p> <p>6. Participants will become active participants in the debriefing process and role play all the CPI techniques.</p> <p>7. Participants will identify the key steps for debriefing after a crisis.</p> <p>8. Participants will learn how to safely and effectively control and transport an individual.</p> <p>9. Participants will learn about when it is appropriate to physically intervene.</p> <p>FBA and Behavior Intervention Plan training: Participants will learn how to conduct a functional behavior assessment and how to use that data to include positive behavioral interventions, strategies, and supports to address behaviors that interfere with learning.</p> <p>Managing Problem Behaviors: Participants will learn how to deal with problem behaviors according to the function of the behavior. Specific techniques regarding how to intervene when problem behaviors occur will be described, demonstrated, and practiced.</p> <p>School Wide Positive Behavior Support - Participants will develop behavioral expectations for students, data collection methods, and learn how to recognize and reward students who meet the school's behavioral expectations.</p>
<p><b>Research &amp; Best Practices Base</b></p>	<p>The Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective technologies from Applied Behavior</p>

	<p>Analysis (ABA) and Positive Behavior Interventions &amp; Supports (PBIS), the Safety-Care program provides strategies for preventing and managing behavioral challenges, as well as effectively teaching replacement behaviors. Safety-Care will result in a more positive reinforcement-based approach, the development of new skills, and fewer restraints.</p> <p>Functional Behavior Assessment and Behavior Intervention Plan Training is based on the requirements outlined in IDEA.</p>
<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers  Paraprofessional  Other educational specialists  Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>

<b>Follow-up Activities</b>	Crisis logs; incident reports
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Discipline Referrals, OSS, ISS, reduction in out of district placements</p>

## Paraprofessional

<b>Description</b>	<p><b>Session Description:</b> Confidentiality and Ethics - This professional development session will focus on maintaining confidentiality in all areas of an academic institution including, written correspondence, records, conversations, and document handling.</p> <p><b>Session Description:</b> Adaptations and Modifications – This professional development session provides basic and new strategies for working with students and adapting and/or modifying lesson materials. Participants will practice techniques and have the opportunity to learn and share with other instructional assistants. Participants will leave the session with a strategy resource guide.</p> <p><b>Session Description:</b> Direct Instruction - This session on the basics of direct instruction will provide paraprofessionals with the basic knowledge of direct instruction. Participants will learn the research behind methods, and practice effective delivery of instruction using signals, correction procedures, and data collection methods.</p> <p><b>Session Description:</b> Behavior Management - In this session participants will learn basic and advanced strategies to use with all students in all types of instructional settings. Participants will practice with their colleagues and leave with a resource notebook of techniques for future use.</p>
<b>Person Responsible</b>	Catherine Hertzog
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	3.0
--------------------------	-----

<b># of Sessions</b>	12
<b># of Participants Per Session</b>	26
<b>Provider</b>	PVSD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Strategies to increase effective effectiveness in the classroom. Data collection. Classroom management. Safety Care.</p> <p>Paraprofessionals have obtained and maintained highly qualified status. Therefore, they must adhere to set expectations to adapt to the changing needs of the school district and to take an active role in the inclusion settings.</p> <p>Core competencies will be reviewed and expanded upon periodically, based on level of need, to address identified learning barriers, and in response to teacher and paraeducator surveys relative to requested trainings.</p> <p>Such competencies relate to foundations of special education, knowledge of pedagogy, learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, student assessment, professional and ethical practice, and collaboration. Within these broad topics, specific areas of focus will be addressed. Paraeducators will continue to enhance their level of proficiency relative to autistic spectrum disorders and other exceptionalities, accurate record keeping, data collection, behavior management and modification, and effectively modifying tests and assignments.</p> <p>Participants will be provided with an overview of the roles and responsibilities of paraprofessionals, as well as considerations and strategies for supporting students with disabilities.</p>
<b>Research &amp; Best Practices Base</b>	Safety Care Behavioral Training; Inclusion Strategies; Highly Qualified concepts and standards
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Paraprofessional New Staff Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

## Reading NCLB #1

<b>Description</b>	With an increase in new staff members and reorganization of teaching
--------------------	--

	<p>assignments, further professional development in this area is necessary. In collaboration with this model, Title I reading will target the needs of students to provide explicit instruction. Those students will be carefully monitored in terms of rate of reading progress.</p> <p>In order to address reading, a formalized reading program was introduced to the district. Data collection indicates significant gains in student improvement rates. The goal of the district is to firmly establish this research-based program at the elementary level and intermediate level.</p> <p>This program has been successful thus far, although the district recognizes that it must be refined. This includes improving identification of students appropriate for this instruction, definitive criteria to target students for this program, as well as data collection regarding student group size, absentee rates that affect student progress, and increases in teacher knowledge and experience of the program.</p>
<b>Person Responsible</b>	Catherine Hertzog
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	PVSD
<b>Provider Type</b>	Association
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>In order to address strategies to improve decoding and fluency skills in struggling readers, an improved research based direct reading program has recently been implemented at the elementary and intermediate school levels. Therefore, the Panther Valley School District purchased a research-based, direct instruction reading program that previously was not yet utilized within our programs.</p> <p>Teachers and paraeducators received training in using, delivering, and planning for the program. A significant amount of staff were trained, so this allowed for appropriate reading groups to be formulated, so that students</p>

	<p>receive reading instruction based on benchmark data and at their instructional levels. Instruction is provided as directed by the reading program and is implemented in a structured, scripted manner with fidelity.</p> <p>The program is designed to clearly chart student progress, so data driven decisions can readily be made to inform continued instruction. Student groups are flexible and can readily change, based on student performance, skill attainment and acquisition, and other relevant factors.</p> <p>The district is observing increased reading levels, improved classroom performance in reading and other related fluency and comprehension tasks across the curriculum. As a result, an increased amount of special education students are being recommended for more challenging academic settings, such as the co-taught and inclusion settings, thus affecting least restrictive environment percentages, increasing students' access to the general education curriculum, and allowing for increased participation with general education peers in academic settings.</p> <p>Furthermore, the reading program provides multi-sensory components and offers more relevant instruction to our autistic spectrum student population, who respond very favorably to this mode. Additionally, the multi sensory activities provide students with motivating, relevant, and memorable delivery and reinforcement of concepts.</p> <p>In order to maintain the integrity and effectiveness of the chosen reading program, regular trainings will be offered to staff, to provide refreshment of skills and knowledge, as well as to refine current skills in teaching the program and planning lessons with a high degree of efficacy.</p> <ol style="list-style-type: none"> <li>1. Train additional staff, so that increased amounts of students can obtain research based, direct, and explicit instruction in reading fluency.</li> <li>2. Introduce a more comprehension based reading component to the existing reading program.</li> <li>3. Provide the direct reading program to upper grade students who continue to make progress and continue to require this level of explicit reading instruction.</li> </ol>
<b>Research &amp; Best Practices Base</b>	SRA Corrective Reading, RTII, Utilizing evidence based reading programs and

	norm referenced assessments
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Progress monitoring data</p>

## Transition

<b>Description</b>	<p>TAC staff from CLIU#21 will provide onsite trainings with agenda's, resources, and attendance sheets.</p> <p>Concepts of transition will be presented to special education teachers on a regular basis:</p> <p>Teachers will receive training relating to elements of the transition-age IEP. This will include present education levels, the transition section, transition goals, agency involvement, and student advocacy. Additionally, special student presentations will occur that will be reflected in the transition section of the IEP, including selective service, voter registration, employment application completion, resume writing, and interview skills.</p> <p>Teachers will receive information relative to agency involvement. Increased agency participation will occur at IEP meetings of transition age students.</p> <p>Teachers will receive training on identifying students for post school outcomes and how to plan for employment, vocational education, and college</p> <p>Teachers will correctly complete the Summary of Academic Achievement and Functional Performance for students subject to graduate.</p> <p>Teachers will conduct transition surveys and interest inventories. Similarly, they will share career guides with students to effectively plan for post high school outcomes.</p> <p>Parents will be invited to be part of the training audience. They will receive information relating to transition via the district's website, as well as hard copies of training information provided to individual students and student</p>
--------------------	---

	populations.  Transition related information will regularly be shared with students and parents. Transition events and information will frequent the special education department's web page on the district's website.
<b>Person Responsible</b>	Catherine Hertzog
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	CLIU#21
<b>Provider Type</b>	Non-profit Organization
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Writing transition plans, writing Measureable Annual Goals with transition in mind, developing a coordinated set of transition activities, identifying and coordinating with outside service providers; Identifying appropriate Post Secondary Goals, Independent Living Goals, and Employment Goals; Developing agency linkages (for example, the Office of Vocational Rehabilitation), implement knowledge gained through trainings and information relative to Indicator 13 and the subsequent Successful Practices in Secondary Transition for Continuous Improvement, plan relevant high school experiences to prepare students for post high school outcomes; Increase the identification process of referring students for work-based learning; Increase prevocational skill acquisition for life skills students.</p> <p>Year 1: Teachers will review concepts presented through transition trainings; Increase agency and parental involvement; Enhance writing of Summary of Academic Achievement and Functional Performance documents; Improve methods of career and interest surveys.</p> <p>Year 2: Improve outreach by planning field trips to support transition initiatives (open houses, community college visits, guest speakers).</p> <p>Year 3: Plan parent open house to present agency information.</p> <p>Teachers will become adept at sharing appropriate transition information with students and families. Updated versions of The Family Resource Guide</p>

	<p>will be provided at IEP meetings for students of transition age. Teachers will reach out to agencies to provide parent trainings to make parents more familiar with the offerings of those agencies.</p> <p>Teachers will assist students in collecting portfolio items aligned with Career Readiness standards.</p>
<p><b>Research &amp; Best Practices Base</b></p>	<p>Indicator 13, Successful Practices in Secondary Transition for Continuous Improvement, data collection strategies</p> <p>Teachers will receive knowledge on sharing information relative to vocational education and will share task grids and outcomes with parents. All 8th and 9th grade students will participate in a tour of the local career and technical institute.</p> <p>Work based learning experiences will be determined for identified students.</p> <p>The process for addressing transition will be in place for all students, where parental involvement is critical</p> <p>Assessment of interests/preferences - parents will provide their responses to surveys and questionnaires</p> <p>Post school goals- parents will provide input of their expectations in terms of readiness for college or the workforce</p> <p>Assessment of aptitudes and skills - parents are invited to share information to add to the student's list of skill acquisition</p> <p>Accurate present levels of academic achievement and functional performance</p> <p>Appropriate courses of study and transition activities, services, and agency linkages - teachers and guidance counselors will work with parents as a team to provide learning experiences that align with the student's skill level and post graduation interests. Timelines, in terms of agency referral and involvement, will be shared with parents</p> <p>Measurable annual goals and short term objectives - parents will be involved in the IEP development and provide input for goals as they relate to post</p>

	<p>school plans and outcomes</p> <p>Summary of Performance information will be shared with students and parents, as well as agencies that will be resources for high school graduates. Targeted case management through Mental Health/Developmental Disabilities Services will represent at IEP meetings for upperclassmen.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	LEA Whole Group Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio Drop out rate data

# Special Education Affirmations

---

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

---

*Board President*

**Affirmed by dennis kergick on 5/15/2017**

---

*Superintendent/Chief Executive Officer*