

Profile and Plan Essentials

LEA Name		AUN
Panther Valley SD		121136603
Address 1		
1 Panther Way		
Address 2		
City	State	Zip
Lansford	PA	18232
Director of Special Education Name		
Greg Kosciolek		
Director of Special Education Email		
kosciolek@panthervalley.org		
Director of Special Education Phone Number		Director of Special Education Ext
5706450386		4019
Chief Administrator Name		
Mr David F McAndrew Jr		
Chief Administrator Email		
dmcandrewjr@panthervalley.org		

Special Education Students

Total Number of Students Receiving Special Education 498

School District Total Student Enrollment 1971

Percent of Students Receiving Special Education 25.3

Steering Committee

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

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Carbon County Correctional Facility	Other	Prison	District	1

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

The Panther Valley School District assumes all host district responsibilities, as set forth under Section 1306 of the Public School Code. The Carbon Correctional Institution is located within the district. The district Enrollment Coordinator contacts the Correctional Facility weekly for a census update. Individuals entering the facility meet with the district's education facilitator to determine if educational services will be delivered. Individuals requiring educational services are registered in the Panther Valley School District and entered into our child accounting system. The district reviews existing documentation to determine if an evaluation is required and to determine appropriate educational placement. The district collaborates with the Correctional Facility and the student's home district to facilitate IEP development, implementation, and adherence to state-mandated timelines for evaluations and annual IEP meetings. Parent involvement is maintained as if the student were attending the neighborhood school building. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. The district provides an instructor to ensure FAPE and implement programming, services/supports, and transition services on an individual basis. The district education facilitator and counselors monitor progress and transition services to ensure FAPE and that the student is placed in the LRE.

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

The district Enrollment Coordinator contacts the Correctional Facility weekly for a census update. The Education facilitator communicates with the Correctional Facility and the Special Education Administrative Assistant communicates with students' home districts to gather information about students' educational needs, progress, and any specific challenges they may face. The district works with facility staff to develop individualized transition plans for each student returning to school from a 1306 facility. These plans outline academic goals, support services, and any necessary accommodations to facilitate a smooth transition back to the school environment. The district collaborates with the Child and Adolescent Service System Program (CASSP) to coordinate support services for students transitioning from 1306 facilities. Transition back to school includes diagnostic assessments (educational, behavioral, and psychological) provided by the district psychologist, to determine the student’s ability to assimilate to the home district or if an intermediary placement is required to aid in transition. If an intermediary placement is required, the district determines appropriate placement in an alternative educational setting. The district supervisor of special education collaborates with the alternative education facility monthly to monitor student progress and determine a transition timeline back to the home school.

Incarcerated Students Oversight

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

Yes

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

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

The Carbon Correctional Institution is located within the district. The district Enrollment Coordinator contacts the Correctional Facility weekly for a census update. Individuals entering the facility meet with the district's education facilitator to determine if educational services will be delivered. Individuals requiring educational services are registered in the Panther Valley School District and entered into our child accounting system. The Special Education Director, School Psychologist, and School Counselors review existing documentation to determine if an evaluation is required and to determine appropriate educational placement. The district collaborates with the Correctional Facility and the student's home district to facilitate IEP development, implementation, and adherence to state-mandated timelines for evaluations and annual IEP meetings. The district provides an instructor to ensure FAPE and implement programming, services/supports, and transition services on an individual basis. The district education facilitator and counselors monitor progress and transition services to ensure FAPE and that the student is placed in the LRE.

Least Restrictive Environment

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

Reviewing the district data from school years 2020-21 through 2022-23, LRE percentages remained consistent. The district is less than 1% above the state average in Students educated Inside the Regular Classroom <40%. Students educated Inside the Regular Classroom 80% or More of the school day decreased from 54% to 50%.

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

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

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

The district provides professional development for general education teachers, to enhance their capacity to provide specially designed instruction and interventions to special needs students within the general education environment. Professional development is targeted to allow special education and general education teachers to work collaboratively on lesson planning, test and assignment modification, and curriculum design to improve special education and least restrictive environment initiatives. The district also provides development for paraprofessionals to enable them to deliver support and/or services within the general education setting.

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

All district students are encouraged to participate in extracurricular activities. When a student with disability desires to participate in extracurricular activities supplementary aids and services may be offered. Some options for supports, to ensure meaningful participation in extracurricular activities include, assistive technology, adaptations for accessibility, behavior support planning, professional development for staff, and additional support personnel.

District students with disabilities participate in football, volleyball, track, cheerleading, basketball, wrestling, baseball, and softball, as well as various clubs throughout the school year.

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

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

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

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

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Woods	Approved Private School (APS)		Woods Services	Autistic Support	1
CLIU Multi Disability Support	Other	Intermediate Unit	CLIU 21	Multiple Disabilities Support	4
Carbon County Enhanced Autism	Other	Intermediate Unit	CLIU 21	Autistic Support	1

BHA PHP Journey	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	7
CLIU Life Skills Support	Other	Intermediate Unit	CLIU 21	Life Skills Support	2
Willow Academy	Approved Private School (APS)		Behavioral Health Associates	Learning Support	8
BHA ISST	Approved Private School (APS)		Behavioral Health Associates	Autistic Support	10
Mahoning Valley Academy	Approved Private School (APS)		Behavioral Health Associates	Life Skills Support	8
KidsPeace	Licensed Private Academic		KidsPeace National Centers for Children Overcoming Crisis	Emotional Support	1
Carbon Learning Achievement School	Other	Intermediate Unit	CLIU 21	Emotional Support	5
BHA Pride	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	9
Valley Ridge Academy	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	7

Positive Behavior Support

Date of Approval

2010-04-08

Uploaded Files

PV Behavior Support Policy.pdf

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

Student behavioral and emotional concerns are discussed and examined through the team approach. Data collection and other elements may include revised behavior management plans in review with interest surveys to determine the effective use of rewards and consequences. A Functional Behavioral Assessment (FBA) may be conducted to better determine specific functions and antecedents to a student's behavior. School-wide programs have been designed and implemented at each level, and reflect age-appropriate techniques to build character development, community, and citizenship. These developmentally positive school-wide behavior programs have been effective in improving overall student behavior, as per data collection. Staff members throughout the district are trained in Safety Care de-escalation strategies to prevent, minimize, and manage complex behaviors. The district sustains a connection with St. Luke's University Health Network, overseeing the YESS! (Your Emotional Strength Supported) Program. YESS! is a year-round school-based mental health treatment program providing school-based therapy and linkage to community mental health resources. The district gained approval for additional emotional support staff to implement programs and curriculum-based interventions. The district strives to establish strong relationships with families and attempts to connect families with community-based mental health resources. Family Development Specialists are stationed in both the Elementary and High School Buildings, offering assistance to families and students consistently throughout the year. Furthermore, a Student Services Coordinator position was introduced during the 2023-2024 school year to serve the entire district through Behavioral Health Associates (BHA), overseeing group social skills sessions, individual meetings, and facilitating problem-solving and anger management initiatives. The district also supports the emotional and social needs of students through the implementation of the Positive Action curriculum. Positive Action is a research-based comprehensive social-emotional learning curriculum that helps children develop self-management skills and encourages responsible decision-making.

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

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

causes of problematic behaviors and determine appropriate interventions and supports aimed at eliminating those behaviors and developing positive replacement behaviors.

3. Describe the district positive school wide support programs.

A positive school wide support program is utilized in the K-8 buildings. The Cool Cats program is a school-wide positive behavior support program. The program teaches students what it means to be safe, respectful, and responsible throughout the school building and in the community. Each grade level has a behavior matrix that outlines the behavior expectations at that grade level. Students will be explicitly taught how to demonstrate these expectations in each setting throughout the school year. Students who demonstrate what it means to be a "Cool Cat" during the school day will receive a golden ticket. These tickets can be collected and traded in for tangible prizes as well as recognition of daily and monthly "Cool Cat" achievements. The program is aimed at developing self-discipline, accountability, and respect for peers and adults.

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

The district employs 1 full-time school psychologist who provides a continuum of services designed to connect mental health, behavior, and learning in school and in the home, as well as connecting families to community services. All students who demonstrate a need for specific behavioral intervention to address behaviors that interfere with learning should have a positive behavioral support plan (PBSP) integrated into their IEP. A PBSP is based on the results of a Functional Behavior Analysis (FBA) conducted as part of a Multidisciplinary Review or Reevaluation Report initiated by the IEP team. Interventions outlined in a PBSP are aimed at developing and maintaining skills and behaviors that enhance student learning and increase the likelihood of positive student outcomes. Additionally, the PVSD collaborates with St. Luke University's Health Network to offer the YESS! Program, staffed by a Licensed Clinical Social Worker (LCSW). The YESS! program delivers comprehensive mental health supports throughout the school year, aiming to assist children and adolescents in overcoming emotional, behavioral, and social challenges that may hinder their success in both school and home environments.

5. Describe the district restraint procedure.

Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The district utilizes a verbal de-escalation and physical management curriculum that focuses on prevention and behavior management. The district trains personnel for the use of specific procedures, methods and techniques, and has written policies and procedures on the use of physical interventions that include debriefing with student and staff following physical intervention, conducting an IEP meeting within 10 days of physical intervention, and determination for the need of further diagnostic assessments.

Intensive Interagency

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

We are concerned about the challenge of delivering related services and special education supports to students at home while awaiting placements. This concern arises from prolonged wait lists for entry into behavioral support and multiple disability support programs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSJH	Secondary	Full-time (1.0)	03/07/2024 08:40 AM

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPHS	Secondary	Full-time (1.0)	03/06/2024 11:43 AM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.22

Building Name

Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TBHS	Secondary	Full-time (1.0)	03/06/2024 11:17 AM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Panther Valley JSHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MAIS	Secondary	Full-time (1.0)	03/07/2024 09:05 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Panther Valley Intermediate Sch		
Support Type		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSElem	Elementary	Full-time (1.0)	03/06/2024 11:44 AM

Building Name		
Panther Valley El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Panther Valley El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHJH	Secondary	Full-time (1.0)	03/06/2024 11:12 AM

Building Name		
Panther Valley JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BMHS	Secondary	Full-time (1.0)	03/06/2024 11:37 AM

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Caseload includes grades 7-12		0.26

Building Name		
Panther Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RLIS	Secondary	Full-time (1.0)	03/06/2024 11:27 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NHIS	Secondary	Full-time (1.0)	03/06/2024 11:09 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.38

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KBJH	Secondary	Full-time (1.0)	03/06/2024 11:01 AM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.32

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.3
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCSP	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

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

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ABHS	Secondary	Full-time (1.0)	03/06/2024 11:06 AM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHElem	Elementary	Full-time (1.0)	03/06/2024 11:19 AM

Building Name		
Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.28

Building Name

Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NWElem	Elementary	Full-time (1.0)	03/07/2024 08:43 AM

Building Name		
Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Building Name
Panther Valley El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMIS	Secondary	Full-time (1.0)	03/06/2024 11:32 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 10
Age Range Justification		FTE %
		0.32

Building Name		
Panther Valley Intermediate Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JHHS	Secondary	Full-time (1.0)	03/06/2024 11:25 AM

Building Name		
Panther Valley JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students are able to remain in this program until age 21		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMJH	Secondary	Full-time (1.0)	03/07/2024 08:30 AM

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Panther Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JASP	Elementary	Full-time (1.0)	03/06/2024 10:55 AM

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

Building Name		
Panther Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GMElem	Elementary	Full-time (1.0)	03/06/2024 11:30 AM

Building Name		
Panther Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHIS	Secondary	Full-time (1.0)	03/06/2024 11:22 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.8

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMElem	Elementary	Full-time (1.0)	03/06/2024 11:34 AM

Building Name		
Panther Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Panther Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TTIS	Secondary	Full-time (1.0)	03/07/2024 08:33 AM

Building Name		
Panther Valley Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 12
Age Range Justification		FTE %
		0.3

Special Education Facilities

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

1Assurance Check

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

Building Name		Room #
Panther Valley JSHS		024
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2021-08-30		
Uploaded Files		

JSHS Floor Plan.pdf

2 Assurance Check

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

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

3 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Panther Valley El Sch		C36
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 12 feet, 0 inches	408sqft	14
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

4Assurance Check

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

Building Name		Room #
Panther Valley El Sch		B20
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

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

5Assurance Check

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

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

6Assurance Check

Assurance Check	Yes	No
-----------------	-----	----

The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

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

7Assurance Check

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

Building Name	Room #
----------------------	---------------

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

8Assurance Check

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

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

9Assurance Check

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

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

10Assurance Check

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

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

11Assurance Check

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

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

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

12 Assurance Check

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

Building Name		Room #
Panther Valley JSHS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 25 feet, 0 inches	925sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

13 Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is readily accessible	Yes	

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

14Assurance Check

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

Building Name	Room #
Panther Valley Intermediate Sch	C212
School Building	Building Description

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

15Assurance Check

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

Building Name		Room #
Panther Valley Intermediate Sch		N125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 36 feet, 0 inches	936sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

16Assurance Check

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

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

17Assurance Check

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

Building Name		Room #
Panther Valley JSHS		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 25 feet, 0 inches	925sqft	33
Implementation Date		
2021-08-30		
Uploaded Files		
JSHS Floor Plan.pdf		

18Assurance Check

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

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

19 Assurance Check

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

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

20 Assurance Check

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

The location of the class has been maintained for at least 3 school years.	Yes	
--	-----	--

Building Name		Room #
Panther Valley Intermediate Sch		C211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2021-08-30		
Uploaded Files		
Intermediate School Floor Plan.pdf		

21Assurance Check

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

Building Name		Room #
Panther Valley Intermediate Sch		S146
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25

Implementation Date
2021-08-07
Uploaded Files
Intermediate School Floor Plan.pdf

22Assurance Check

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

Building Name		Room #
Panther Valley El Sch		D43
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Panther Valley El Sch		A12
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
Implementation Date		
2021-08-30		
Uploaded Files		
Elementary School Floor Plan.pdf		

24Assurance Check

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

Special Education Support Services

25Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	9	Elementary	District
Paraprofessionals	9	Secondary	District
Paraprofessionals	10	Secondary	District
Social Worker	3	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Other	1	Elementary	Contractor
Other	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Understanding Autism and Strategies to build success for autistic students			
Lead Person/Position		Year of Training	
Shaun McElmoyle		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Lanae McKelvey / School Psychologist		2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training
Classroom and Behavior Management

Lead Person/Position		Year of Training	
Shawn McElmoyle		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Developing Transition Plans			
Lead Person/Position		Year of Training	
Kendyle Mills		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Science of Literacy			
Lead Person/Position		Year of Training	
Amanda David		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition Workshop			
Lead Person/Position		Year of Training	
Kendyle Mills / Educational Consultant		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Parents

IEP Development

Description of Training			
IEP Writing and Goal Development			
Lead Person/Position		Year of Training	
Jennifer Alberti		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-17

Uploaded Files

Scanned from a Xerox Multifunction Printer-92.pdf

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

Superintendent/Chief Executive Officer

David McAndrew

Date

2024-04-23

