

Northern Potter SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

745 Northern Potter Road
 Ulysses, PA 16948-9570
 814-848-7506
 Superintendent: Nathan Jones
 Director of Special Education: Wendy Bailey

Planning Committee

Name	Role
Nathan Jones	Administrator : Professional Education Special Education Schoolwide Plan
Michael Morgan	Administrator : Professional Education Special Education Schoolwide Plan
Jackie Erway	Community Representative : Professional Education Special Education
Justin Hoven	High School Teacher - Special Education : Special Education
Deborah Hamilton	Middle School Teacher - Regular Education : Professional Education Special Education
Amanda Pomeroy	Parent : Special Education
Wendy Bailey	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 120

Identification Method

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

The Northern Potter School District continues to use the Discrepancy Model to identify students who have a specific learning disability.

At the elementary level, students are screened through a universal screening process which includes: DIBELS, G-MADE, CDTs, progress monitoring, and classroom assessments. According to these assessments, students who are in need of more targeted interventions are given the necessary supports. Progress is monitored and the data is analyzed. If the student continues to demonstrate limited progress, a teacher or parent may refer the case for a comprehensive evaluation. The intervention data become part of the special education eligibility determination process.

Once a referral is received, the school conducts a formal evaluation of the student. In the case of a suspected learning disability, the evaluation may include assessments of intellectual ability, academic achievement, and emotional and social functioning. Parent input is obtained at the beginning of the evaluation process to be sure that all parental concerns are addressed through the evaluation. A classroom observation is also done at the beginning of the evaluation process, prior to formal testing. Information from the child is obtained through an informal interview throughout the testing sessions to gain insight into the child's perspective of the potential learning difficulties.

Information is also gathered to review the inclusionary and exclusionary considerations. The inclusionary considerations are: failure to meet age/grade level state standards in one of the eight areas, and if the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative age or grade. The exclusionary considerations are: rule out environmental issues, limited English proficiency, and lack of appropriate instruction.

The above information is then discussed by the Multi-disciplinary Evaluation Team and put into the Evaluation Report. A Multi-disciplinary Evaluation Team meeting is held and the determination of a specific learning disability is made based on the collected data and information. Recommendations are discussed and team members sign the Evaluation Report signature page indicating whether they agree or disagree with the team findings.

At the junior-senior high level, teachers or parents may request an evaluation if a student is making limited progress in the curriculum. Once a referral is received, the process is the same as reported above.

A parent can request an evaluation at any time. The school district will follow Chapter 14 guidelines when considering a parent request for an evaluation.

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>

According to the Special Education Data Report for 2018-2019, our total enrollment is 515 students. The total of special education enrollment is 112, which causes our percentage (21.7%) to be slightly higher than the state average (17.3%). Due to our small size and rural area, we have a slight variation in our percentages in some disability categories compared to the state. The Northern Potter School District does not have any significant disproportionalities in the number of special education students in the district. Most of our disability categories are below the state averages, with the exceptions of ID (11.6%) and SLD (51.8%) categories.

Our inclusive practices are above the state average. Seventy four percent of our identified students spend 80% or more of their school day being educated in the regular education environment.

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?

At this time there are no 1306 students within the Northern Potter School District. Should this situation change during the time frame of this plan, we will work with the facility as well as the home district to provide an free appropriate public education in the least restrictive environment. Some barriers that exist are communication between all entities and notification the student's placement in a timely fashion.

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).

At this time there are no facilities within the Northern Potter School District. Should this situation change during the time frame of this plan, we will work with the facility as well as the home district to provide an free appropriate public education in the least restrictive environment.

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.

Least Restrictive Environment

Northern Potter Area SD

aims to ensure that, to the maximum extent appropriate, students with disabilities 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.

The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

- Can appropriate education (determined by the IEP team) be achieved in the regular class with supports already in place?
- Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?
- Can appropriate education be achieved in the next, more restrictive setting with services currently in place?
- Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?
- Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

Northern Potter Area SD

emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on students' needs.

Additionally, regarding Specific Learning Disabilities' Students, the district is committed to offering

FAPE and LRE to all students. In the case of LS students, it is IEP team practice to place students in regular education classes with their non-disabled peers rather than pull them out for a special education class in a given subject area. To ensure student success, LS students are often given an additional time period during the day to receive additional instruction/help to ensure they are receiving academic support. This could be individually, small group, or whole class instruction, depending on the student's individual needs.

Currently **Northern Potter Area SD**

professional staff development initiatives have included trainings in a variety of areas including inclusionary practices, co-teaching, and differentiated instruction in efforts to increase capacity for meeting students' needs within their LRE. Additional training will be determined and scheduled based on results of an annual survey and discussions with administrative staff to be held on established in-service days or other specified dates. The TAC staff at IU9 provide various trainings throughout each school year (LETRS, Safety Care, Autism, Behavior Supports, Inclusive Practices, Progress Monitoring, IEP Writing, Math, etc.). Teachers have gone through extensive PLN training as well as Formative Assessment training through PaTTAN.

Over the past four years, the **Northern Potter School District**

has educated 74-79% of our identified students in regular education environments for 80% or more during their school day. Our inclusive percentages are above the state averages for the past 4 years. After ER/RER & IEP meetings were held to discuss LRE utilizing guiding questions, we have a total of 9 students that educated in a more restrictive placements outside of our district with the goal being their transition back to their regular school in their neighborhood.

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.

Behavior Support Services

Positive Behavior Support:

Our district is committed to providing a free appropriate public education to all students in the least restrictive environment. In pursuit of that goal the district has established a Positive Behavior Support Policy. This policy defines positive behavior support and that individual positive behavior support plans shall be developed as part of the IEP team process and that such plans will be based on positive rather than negative techniques. Our school board's Positive Behavior Support policy also defines aversive techniques and establishes which techniques will not be used. In addition the policy establishes what a physical restraint is and prohibits the use of prone restraints. The board has also, established when restraints can be used, or included in an eligible student's IEP.

At Northern Potter Children's School teaching and acknowledgement of social skills is the bedrock of our positive behavior support services. At the elementary school, instructional staff take the lead role in teaching and acknowledging appropriate social/behavioral skills of our students. At the middle school our team reviews behavior data to help identify students in need of Tier 2 or 3 supports. Our School Wide Positive Behavior Support Team meets monthly with an administrator present to review school wide implementation data. At both the elementary and middle/high school the school counselors provide brief counseling and mediation support on an as needed basis to students. Furthermore, both of our guidance counselors, assist students and administration with day to day referrals for behavioral and mental health issues and assist with implementation the Student Assistance Program. At the elementary school, individual students may receive extra support from a team of teachers and the school counselor. This extra support may take the form of individualized support plans prior to referral to special education and always include parental support and participation.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist is consults with the team on to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan.

De-escalation:

All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The district has identified selected staff members who were trained as Safety Care Specialists. The Safety Care curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed.

School Based Behavioral Health Services:

Our district also contracts through Dickinson Behavioral Health Services to provide Intensive Case Management services to our students. The Intensive Case Manager helps with attendance and truancy issues, helps maintain and support contact and dialog between school and home, supports contacts between administration and Potter County Children and Youth Services, helps with Childline reporting issues, assists with short term counseling, helps children process discipline events, assists with home visits as needed.

Our school in conjunction with Potter County Human Services employs an Intensive Case Manager to assist with the provision of School Based Behavioral Health Services within the district. Our district also works closely with local Wraparound providers (Cen_Clear & Sagewood) to ensure that students in need of these services receive them in a timely and efficient manner. In addition, our district in conjunction with Seneca Highlands IU9 and Dickinson Mental Health we support an Intensive Out-Patient Program which provides services both on and off-campus. Finally, the school psychologist is able to provide individual counseling to students as determined by the IEP team.

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.

Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates mental health services for children and adolescents. The team consists of: Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services, Beacon Light Behavioral Health Systems, Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate school districts. Our school district does coordinate with the local CASSP team members and has outlined an appropriate referral process with the county mental health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provide current information for the CASSP team to recommend appropriate program services and supports.

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intensive Outpatient Program	Other	Emotional Support	1
Harbor Creek Youth Facility	Other	Behavioral Health	1
Austin School District	Neighboring School Districts	Emotional Support (IU9 Classroom)	4
Coudersport School District	Neighboring School Districts	Emotional Support (IU9 Elementary Emotional Support Class)	1
BLaST 17	Other	Partial Hospitalization Program	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2020

Reason for the proposed change: New student moved into district needing these programs.

Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.

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 12	6	0.75
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student IEP's are not impeded. In addition, age variance will be documented in Student IEP's.				
Locations:				
Northern Potter Children's 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	Multiple Disabilities Support	8 to 9	1	0.12
Locations:				
Northern Potter Children's 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	11 to 12	1	0.12
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* All students are classified as itinerant at the high school**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	15	1
Locations:				
Northern Potter High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload numbers.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	11	1
Justification: Mr. Hoven loops with his students. Based on the looping cycle, Mr. Hoven's caseload includes 9th and 12 grade students only.				
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in Caseload numbers.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	1
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* The age range and number of students seen by the speech therapist has changed since the last plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	41	0.89
Justification: Students are instructed individually or in small groups within the accepted age range.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* The age range and number of students served by the speech therapist has changed since the last plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	5	0.11
Justification: Students are instructed individually or in small groups within the accepted age range.				
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 6	1	0.17
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	5	0.83
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2020*Reason for the proposed change:* Students are transitioning to the Middle School in need of these programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 19	8	0.8
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.				
Locations:				
Northern Potter 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 17	1	0.1
Locations:				
Northern Potter 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%)	Autistic Support	12 to 13	1	0.1
Locations:				
Northern Potter Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2020*Reason for the proposed change:* A student is enrolled in our High School needing this program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 8	1	0.5
Locations:				
Northern Potter Children's 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	Blind or Visually Impaired Support	15 to 16	1	0.5
Locations:				
Northern Potter Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	18	1
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	21	1
Justification: Instructional grouping will address the age variance to minimize the age variance in each class, while ensuring progress toward the student's IEP is not impeded. In addition, age variance will be documented in IEP.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
N/A (We contract our services with IU 9-Please see section under contracted services)	See above	0

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1 Hours
Physical Therapy	Intermediate Unit	1 Hours
School Psychologist	Intermediate Unit	1 Days
Special Education Supervisor	Intermediate Unit	1 Days
Vision Support Teacher	Intermediate Unit	1 Days
Speech Teacher	Intermediate Unit	3 Days
Autistic Support	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>Description: Students with Autism will continue to be educated in the least restrictive environment (LRE) by personnel with the knowledge and skills necessary to meet individual needs. Special education teachers, regular education teachers, and paraprofessionals will continue to receive on-going professional development related to Autism Spectrum Disorders. Training and consultation is provided for specific students based on referrals with parent consent from district administration. Services from the TaC staff have been provided to assist with any needs identified for students with Autism Spectrum Disorders. On-going Professional Development for Staff: To increase the skill level for professional staff, related services, and paraeducators working with students identified with Autism Spectrum Disorders in K-12 the following trainings and on-going professional development opportunities will include: ● Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in the PA Core academics, functional skills, independent living, and social skills.</p> <p>The district provides supports and services for students diagnosed with Autism Spectrum Disorder (ASD) in the regular education setting. District students identified with ASD receive supports and services in the least restrictive environment, to the maximum extent possible. The IEP team determines the type and level of supports that each student requires to receive FAPE. The special education programs utilized for students diagnosed with ASD include the following: Autistic Support.</p> <p>IEP Teams collaborating to share relevant information, problem solve, and plan programs to address the learning needs of students identified with Autism Spectrum Disorders. ● Providing teaching strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs. ● Provide visual strategies, strategies for classroom structure, and transition planning. ● Identify appropriate Assistive Technology strategies to increase access to the general education curriculum, school environment, and to assist in achieving IEP goals. Evidence of implementation includes agendas, sign-in sheets, and</p>
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	<p>lesson plans reflecting the needs of students with Autism Spectrum Disorders.</p> <p>To increase the skill level for professional staff, related service providers, and paraprofessionals working with learners with autism in early childhood settings, elementary, and secondary schools.</p> <p>These skills include on-going professional development for staff in the following areas:</p> <ol style="list-style-type: none"> 1. Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in Common Core academics, functional skills, independent living, and social skills areas. 2. Share relevant information about learners with autism with IEP teams to facilitate problem solving, decision making, program planning and other team activities to address problem areas. 3. Engage students in learning experiences within and outside of the general education classroom. 4. Provide learning strategies to accommodate different learning preferences, ability preferences, ability levels, and other learning needs of individual learners with autism. 5. Implement behavioral programs developed by professional staff for individual learners. 6. Providing teaching strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs. 7. Provide visual strategies, strategies for classroom structure, and transition planning. 8. Executive Function Skills training 9. Identify appropriate Assistive Technology strategies to increase access to the general education curriculum, school environment, and to assist in achieving IEP goals.
Person Responsible	Principals/Teachers

Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	2
# of Participants Per Session	6
Provider	IU9/PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional staff trained in effective research based practices lead interventions appropriate for support of students with ASD. They are implemented by non-certified but highly qualified Paraeducators and include de-escalation of agitated students, Instructional Support, Functional Curriculum, and use of Educational Technology. District staff will be provided with best practice techniques for instruction for students diagnosed with Autism Spectrum Disorder.
Research & Best Practices Base	The district will provide training utilizing research based strategies identified for students diagnosed with Autism Spectrum Disorder. Use of well-trained highly qualified professional staff and paraeducators leads to better instruction and achievement by students with autism.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking	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.

leadership roles	<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>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity</p>

	Portfolio
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Behavior Support

<p>Description</p>	<p>Positive Behavior Support:</p> <p>It is anticipated that district personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to develop and implement Positive Behavior Support systems across the three tiers. In particular these trainings will assist staff in the development and implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore, trainings addressing tertiary levels of support (RENEW, Check & Connect, and Functional Behavior Assessment, and Positive Behavior Support Plans) are anticipated. The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>Our district is committed to providing a free appropriate public education to all students in the least restrictive environment. In pursuit of that goal the district has established a Positive Behavior Support Policy. This policy defines positive behavior support and that individual positive behavior support plans shall be developed as part of the IEP team process and that such plans will be based on positive rather than negative techniques. Our school board's Positive Behavior Support policy also defines aversive techniques and establishes which techniques will not be used. In addition the policy establishes what a physical restraint is and prohibits the use of prone restraints. The board has also, established when restraints can be used, or included in an eligible student's IEP.</p> <p>At Northern Potter Children's School teaching and acknowledgement of social</p>
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skills is the bedrock of our positive behavior support services. At the elementary school, instructional staff take the lead role in teaching and acknowledging appropriate social/behavioral skills of our students. At the middle school our team reviews behavior data to help identify students in need of Tier 2 or 3 supports. Our School Wide Positive Behavior Support Team meets monthly with an administrator present to review school wide implementation data. At both the elementary and middle/high school the school counselors provide brief counseling and mediation support on an as needed basis to students. Furthermore, both of our guidance counselors, assist students and administration with day to day referrals for behavioral and mental health issues and assist with implementation the Student Assistance Program. At the elementary school, individual students may receive extra support from a team of teachers and the school counselor. This extra support may take the form of individualized support plans prior to referral to special education and always include parental support and participation.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist is consults with the team on to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan.

De-escalation:

In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The district is currently has identified selected staff members who are trained as Safety Care Specialists. These district staff members will maintain their certifications and other staff members will be identified and trained as the need arises.

	<p>School Based Behavioral Health Services:</p> <p>Our district also contracts through Dickinson Behavioral Health Services to provide Intensive Case Management services to our students. The Intensive Case Manager helps with attendance and truancy issues, helps maintain and support contact and dialog between school and home, supports contacts between administration and Potter County Children and Youth Services, helps with Childline reporting issues, assists with short term counseling, helps children process discipline events, assists with home visits as needed.</p> <p>Our school in conjunction with Potter County Human Services employs an Intensive Case Manager to assist with the provision of School Based Behavioral Health Services within the district. Our district also works closely with local Wraparound providers (Cen_Clear & Sagewood) to ensure that students in need of these services receive them in a timely and efficient manner. In addition, our district in conjunction with Seneca Highlands IU9 and Dickinson Mental Health we support an Intensive Out-Patient Program which provides services both on and off-campus. Finally, the school psychologist is able to provide individual counseling to students as determined by the IEP team.</p>
Person Responsible	Superintendent/ IU Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	20
Provider	IU

Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to develop and implement Positive Behavior Support systems across the three tiers. In particular these trainings will assist staff in the development and implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore trainings addressing tertiary levels of support (Prevent-Teach-Reinforce, Functional Behavior Assessment, and Positive Behavior Support Plans) will occur.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The district currently has identified selected staff members who are trained as Safety Care Specialists. Other staff members will be identified and trained as the need arises.</p>
Research & Best Practices Base	Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.

	<p>The Safety Care core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</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>
<p>Training Format</p>	<p>Series of Workshops Live Webinar Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	<p>Joint planning period activities</p> <p>Implementation, enhancements and modifications to the existing SWPBS programs at Northern Potter Children and Middle Schools. Modeling of procedures on-site and team meetings as needed.</p>
Evaluation Methods	<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>Participant survey</p> <p>Review of student performance data, discipline data and attendance data. Reductions in the number of student suspensions, restraints and out-of-district placements.</p>

Paraprofessional

Description	<p>Paraprofessionals</p> <p><u>Description:</u></p> <p>Paraeducators assigned to work with students with IEPs will be provided 20 in-service hours in order to maintain their highly qualified status and to meet the needs of the students. Paraprofessionals, assigned to work with students with special needs, participate in a minimum of 20 hours of state mandated training that is provided during in-service days, Act 80 days, or on an independent basis. The focus of training will be to increase the skill level for paraeducators working with learners with diverse instructional and related services needs. On-going professional development opportunities include: ● understanding and implementing programs, developed by the professional staff, for individuals with exceptional learning needs ● understanding and supporting the individual characteristics of learners and their families ● understanding of basic instructional and remedial strategies and materials, as well as basic technologies appropriate to individuals with exceptionalities ● supporting students in various learning environments including the management of behaviors and the ongoing development of social skills ● effectively and accurately communicating with stakeholders to facilitate problem solving and program planning ● working collaboratively to help students progress in the general education curriculum Additional trainings will be scheduled to meet any identified needs using IU9 TaC or PaTTAN Staff. The paraprofessionals have access to online opportunities through PaTTAN and additional trainings will be scheduled to meet any identified need using the IU9 staff. -</p>
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	<p>Paraprofessionals are included in district-wide professional development offerings that include (Safety Care, mandated reporting, etc.).</p> <p>Newly hired paraprofessionals are provided the support necessary to meet the status of highly qualified.</p> <p>Evidence will include sign-in sheets and paraprofessional verification forms.</p>
Person Responsible	Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	9
Provider	IU9/PaTTAN
Provider Type	School entity, IU, PATTAN
PDE Approved	No
Knowledge Gain	<p><u>Knowledge Gain:</u></p> <p>Paraeducators will gain knowledge and skills in accordance with the Bureau of Special Education Credential of Competency for Special Education Paraeducators and student specific needs. Effective researched based professional staff lead interventions appropriate for implementation by a non-certified but highly qualified Paraeducator including de-escalation of agitated students, CPR/First-aid, School-wide Positive Behavior Support, Reading and Math Curriculum and Instructional Support, Functional Curriculum, and use of Educational Technology.</p>
Research & Best Practices Base	All trainers will be well versed in their topic of presentation. All information will be research-based, best-practice and aligned to the Credential of Competency Standard. The use of well-trained highly qualified paraeducators

	leads to better instruction and achievement by students with IEPs.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
Evaluation Methods	<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>Participant survey</p>

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Reading

Description	English Language Arts/Literature
	<p>According to the 2018-2019 Future Ready Index, elementary students who were proficient or advanced in English Language Arts/Literature:</p> <ul style="list-style-type: none"> ● School-wide: 60.3% (Statewide Average: 62.1%) ● Students with Disabilities: 38.9% <p>According to the 2018-2019 Future Ready Index, junior/senior high school students who were proficient or advanced in English Language Arts/Literature:</p> <ul style="list-style-type: none"> ● School-wide: 55.2% (Statewide Average: 62.1%) ● Students with Disabilities: % (unavailable) <p>The 2018-2019 ELA PSSA/PASA Data for students with IEPs is as follows:</p> <ul style="list-style-type: none"> ● Grade 3: 20% Below Basic, 20% Basic, 40% Proficient, 20% Advanced ● Grade 4: 27.3% Below Basic, 45.5% Basic, 27.3% Proficient, 0% Advanced ● Grade 5: 30% Below Basic, 40% Basic, 30% Proficient, 0% Advanced ● Grade 6: 0% Below Basic, 50% Basic, 50% Proficient, 0% Advanced ● Grade 7: 0% Below Basic, 100% Basic, 0% Proficient, 0% Advanced ● Grade 8: 66.7% Below Basic, 0% Basic, 33.3% Proficient, 0% Advanced <p>The school district has an ongoing relationship with the Intermediate Unit Nine staff who provide consultative and training opportunities in a variety of topics that include goal writing, progress monitoring, direct-instruction programs, inclusion, MTSS practices, literacy (reading and writing), and any newly presented PaTTAN topics.</p> <p>Based on this data, Northern Potter School District's future plan will continue</p>

	<p>to close the gap for students with reading needs. Reading training (LETRS, Step By Step Learning) will focus on increasing the integrity and accountability of instruction and assessment in special education programs while ensuring that scientifically research based curriculums are implemented with fidelity. Learning strategies are used by students to help them understand information and solve problems. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.</p> <p>Increase educational teaching skills based on research using effective practices with attention given to strategies, interventions, differentiate instruction, direct instruction, progress monitoring and data.</p> <p>Provide a description of the action step and evidence that will indicate the action step has been implemented.</p> <p>Ongoing professional development for staff:</p> <ul style="list-style-type: none"> * Increases the educator's teaching skills on research in effective practices with attention given to interventions and strategies for students. * Provide educators with skills to progress monitor students. * Provide educators with the skills needed to analyze and use data in instructional decision-making. * Provide educators with the skills to differentiate instruction for students. * Provide educators with skills in direct instruction.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20

Provider	IU9
Provider Type	IU
PDE Approved	No
Knowledge Gain	Through professional development opportunities and scheduled consultations, staff will gain a deeper understanding of literacy development aligned to specific student needs. Research & Best Practices Base All professional development presenters and consultants will have an extensive knowledge of research- based practices strategies and methodologies.
Research & Best Practices Base	All professional development presenters and consultants will have an extensive knowledge of research-based practices strategies and methodologies.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	<p>Northern Potter Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eighth grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student</p>
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	engagement are encouraged as part of the secondary transition process. In order to support transition plans as part of the IEP process, successful completion of Successful Practices in Secondary Transition for Continuous Improvement (SPSTCI) training with secondary staff will be implemented.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	9
Provider	IU/PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Indicator 13: Effective Transition Practices Training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.
Research & Best Practices Base	The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Focused monitoring. Focused monitoring of Individualized Education Programs with feedback.
Evaluation Methods	Indicator 13- Focused monitoring of Individualized Education Programs with feedback.

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

No signature has been provided

Superintendent/Chief Executive Officer