# Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 108  
School District Total Student Enrollment
503  
Percent of Students Receiving Special Education
21.5

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building | Email |
| Nathan Jones | Superintendent | Northern Potter SD | njones@northernpottersd.org |
| Wendy Bailey | Director of Special Education | Northern Potter Childrens Sch | wbailey@northernpottersd.org |
| Sherri Blackwell | Director of Special Education | Northern Potter JSHS | sblackwell@northernpottersd.org |
| Jackie Erway | Other | Northern Potter SD | jerway@northernpottersd.org |
| Justin Hoven | Special Education Teacher | Northern Potter JSHS | jhoven@northernpottersd.org |
| Deborah Hamilton | General Education Teacher | Northern Potter JSHS | dhamilton@northernpottersd.org |
| Miranda Pesock | Special Education Teacher | Northern Potter Childrens Sch | mpesock@northernpottersd.org |
| Mandy Pomeroy | Parent | Northern Potter SD | mpomeroy@northernpottersd.org |
| Michael Grimes | Board Member | Northern Potter SD | grimes@penn.com |
| Kevin Roessner | Other | Northern Potter JSHS | kroessner@northernpottersd.org |
| Cynthia Cowburn | Other | Northern Potter Childrens Sch | ccowburn@northernpottersd.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 |

# Significant Disproportionality - Placement

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Discipline

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?   
     
   No
2. 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 Northern Potter School District ensures a Free Appropriate Public Education for students placed in a group home, through the following procedures: The Northern Potter School has an agreement with Seneca Highlands Intermediate Unit 9 to provide special education and related services to students with disabilities who are placed in a 1306 facility. Certified Special Education teachers from IU9 would be placed to provide special education instruction. Related services are provided by the IU9 related service providers. To support the District's Child Find obligation, students entering the 1306 program would be screened for academic and behavioral/social/emotional concerns. Additionally, a detailed history review would be completed as part of the intake and to provide an additional level of screening. When a student is identified through the screening process as a student who may need special education services the 1306 staff will contact Northern Potter School District to complete an appropriate evaluation to determine eligibility for special education services. When a student is eligible for special education services while attending the 1306 facility, an IEP would be developed by the student's IEP team which would include IU9 Special Education and General Education teachers, IU 9 Related services providers, when appropriate, Northern Potter School District's LEA, a representative from the student's home district, the child's parents and the student, when appropriate. The IEP is reasonably calculated to ensure the student receives educational benefit while placed at the 1306 program. If the IEP team determines the student needs special education not available at the 1306 facility, the team will utilize special education programs and services offered by the Northern Potter School District or by the Intermediate Unit to ensure appropriate special education placement and services are provided during the time the student is placed at the 1306 facility. Student progress will be monitored frequently and adjustments will be made as determined appropriate by the IEP team. All services necessary to implement the child's IEP will be provided at no cost to the parent. Appropriate accommodations, modifications, and supplementary aides and services will be provided to ensure educational benefit, progress towards grade level achievement and to ensure college and/or career readiness.
3. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?   
   Northern Potter School District will collaborate with the 1306 facility and IU9 if a facility was to erect within the district and students were admitted to the facility. This collaboration would include a review of students IEP and services. Northern Potter School District Director of Special Education would work closely with the IU teachers and administration to coordinate student services within a timely manner if students were enrolled in the program. Additionally, the Northern Potter School District and IU9 staff would provide the student's home district with the student progress and present level data in order to transtition the student successfully back to their home district. A transition meeting would take place.

# Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
   No
2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

# Least Restrictive Environment

1. Review the district’s data for Least Restrictive Environment. Highlight areas of improvement.  
   The Northern Potter School District is committed to providing students with disabilities special education and related services within the least restrictive environment to the maximum extent. Northern Potter School District's Special Education Data Report indicates 76.1% of special education receive services inside the regular education classroom for 80% or more of the school day. This percentage is above the state average of 61.8%. Additionally, only 9.9% of students with disabilities receive instruction in the regular class for less than 40% of the day. The Northern Potter School District focuses on supplemental aides and services in effort to continue improving LRE data.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?  
   The Northern Potter School District utilizes a Multi-Tiered System of Supports framework to provide a continuum of evidence based instructional and behavioral/social/emotional intervention and instructional practices. Core programming at Tier 1 includes academic, social, emotional, and behavioral curriculum and instruction aligned to grade-level standards and student needs. At Tier 1, educators use instructional strategies and practices shown to be effective for the student population and educational context. Universal screening is completed three times per year to assist in the identification of students needing further instruction and intervention. Students identified as needing additional intervention beyond Tier 1 may be recommended for additional Tier 2 supports. Tier 2 includes small groups, standardized academic interventions and targeted behavioral or mental health supports using validated intervention programs. Tier 3 supports may also be recommended. These supports include intensive research-based interventions to help students switch severe and persistent learning and/or behavioral needs, including students with disabilities.
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 Northern Potter School District provides a continuum of research-based academic programming through a Multi-Tiered System of Support to ensure students with disabilities have meaningful access to general education curriculum. District staff receive training on MTSS, data-based individualization, intensive intervention, academic differentiation, universal design for learning, positive behavior supports, trauma informed practices, youth mental first aid.
   In an effort to ensure the participation of students with disabilities in the general education curriculum, the Northern Potter Area School District utilizes the Seneca Highlands IU9 Training and Consultation, TaC, department to provide ongoing professional development, staff coaching, and student-specific consultations related to curriculum and LRE. Staff receive notification and are encouraged to participate in IU9 and PaTTAN training opportunities.
   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 who are educated in a more restrictive placement outside of our district with the goal being their transition back to their regular school in their neighborhood.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.  
   The Northern Potter School District will utilize a full scope of supplementary aids and services to ensure students have meaningful access to extracurricular activities. Supplementary aids and services are determined by a student’s IEP team and may include environmental modifications, accommodations, and adaptations; specialized equipment; behavioral/emotional supports; extracurricular modifications, health-related accommodations; support personnel; assistive technology; related services; and staff training.
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 Northern Potter School District collaborates with out-of-district placements to ensure students placed in these environments are provided equal access to the district-led extracurricular activities. An LEA representative is present for all out-of-district placed student IEP meetings and provides the IEP team with recommendations for supplementary aids and services that will allow for student participation in extracurricular activities to the maximum extent possible.
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 Northern Potter School District is committed to providing a continuum of supports to ensure students have access to quality programs and services within their neighborhood school. The District offers special education programs for students needing learning support, speech and language support, emotional support, life skills, and autistic support. The District contracts with the local intermediate unit and community based agencies to provide hearing support, vision support, physical therapy, and behavioral support services within the school buildings.

### Out of District Placements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
| Achievement Center North | Other | Adolescent Intensive Outpatient Program | Seneca Highlands IU9/Dickinsen Mental Health | Emotional Support | 2 |
| Austin School District | Other | School District | Seneca Highlands IU9 | Emotional Support | 1 |
| Coudersport School District | Other | School District | Seneca Highlands IU9 | Emotional Support | 1 |
| BLaST 17 | Other | Partial Hospitalization Program | Concern Mental Health | Emotional Support | 1 |

# Positive Behavior Support

Date of Approval  
2020-11-09  
  
Uploaded Files  
0388\_001.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
   Northern Potter School District provides a continue of behavioral/social support services for all students including those with disabilities through a Multi-Tiered System of 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 and/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 of 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 consults with the team 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, and 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 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.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.  
   All staff are trained in school-wide positive support services, trauma informed practices and youth mental health first aid. The district utilizes Safety Care training for de-escalation techniques and safe physical management.
3. Describe the district positive school wide support programs.  
   Northern Potter School District uses school wide positive behavior supports at both the elementary and secondary levels. This is an evidence-based approach to improving school climate and strives to help all students achieve academically, socially, and emotionally. All students are taught clear expectations and rules in all areas of the building.
4. Describe the district school-based behavior health services.  
   School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team 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, and 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 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.
5. Describe the district restraint procedure.  
   Northern Potter School District Board Policy states the following regarding physical restraint:
   Physical Restraints
   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.[1]
   The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1]
   The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1]
   The restraint is used with specific component elements of a Positive Behavior Support Plan.
   The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
   Staff are authorized to use the restraint and have received appropriate training.
   Positive Behavior Support Plan includes efforts to eliminate the use of restraints."

# 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.  
Northern Potter School District may utilize instruction conducted in the home as a special education placement when other least restrictive placement options have been determined inappropriate by the student's IEP team. Additionally, Northern Potter School District will work closely with local and state interagency coordinators to ensure students have access to the appropriate special education placement and services not available within the district. Furthermore, Northern Potter School District utilizes special education placements within the IU9 for students needing more restrictive services not available within the district's buildings. To help coordinate service options for students, Northern Potter School District participates in Potter County Children and Adolescent Service System Program (CASSP). The district's goal for CASSP is to coordinate a continuum of support services both within the school system in the community to ensure equitable access to a Free Appropriate Public Education within the Least Restrictive Environment.

# Education Program (Caseload FTE)

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Ace9 | Secondary | Full-time (1.0) | 02/07/2023 01:30 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter 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%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 21 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.05 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter 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%) | | 3 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 21 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.15 |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 21 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.12 |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Multiple Disabilities Support | | |
| **Support Sub-Type** | | |
| Multiple Disabilities Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 21 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.25 |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| McC8 | Secondary | Full-time (1.0) | 02/07/2023 01:24 PM |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter 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 | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.16 |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.05 |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Multiple Disabilities Support | | |
| **Support Sub-Type** | | |
| Multiple Disabilities Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.12 |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter SD | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.02 |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Hov7 | Secondary | Full-time (1.0) | 02/07/2023 01:16 PM |

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| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 12 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.24 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.12 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.02 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 19 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.05 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Woo6 | Secondary | Full-time (1.0) | 02/07/2023 01:08 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter JSHS | | |
| **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 | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.28 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Rat5 | Elementary | Full-time (1.0) | 02/07/2023 01:05 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.23 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Sha4 | Elementary | Full-time (1.0) | 02/07/2023 01:01 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.5 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.25 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Lou3 | Elementary | Full-time (1.0) | 02/07/2023 12:53 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 20 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 13 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Pes2 | Elementary | Full-time (1.0) | 02/07/2023 12:51 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **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 | Elementary | 5 to 10 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.22 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 10 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.02 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 10 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.05 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Szy1 | Elementary | Full-time (1.0) | 02/07/2023 12:46 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens 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%) | | 5 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.25 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Multiple Disabilities Support | | |
| **Support Sub-Type** | | |
| Multiple Disabilities Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.12 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Northern Potter Childrens Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 12 |
| **Age Range Justification** | | **FTE %** |
| Instructional grouping will address the age variance to minimize the age variance in each class, to ensure progress toward Student's IEP's are not impeded. In addition, age variance will be documented in the student IEP's. | | 0.05 |

# Special Education Facilities

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Szy1 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 26 feet, 0 inches x 31 feet, 0 inches | 806sqft | 28 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Sha4 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 31 feet, 0 inches x 26 feet, 0 inches | 806sqft | 28 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Pes2 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 31 feet, 0 inches x 25 feet, 0 inches | 775sqft | 27 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Rat5 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 28 feet, 0 inches x 15 feet, 0 inches | 420sqft | 15 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Lou3 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 28 feet, 0 inches x 30 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter JSHS | | McC8 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 30 feet, 0 inches x 22 feet, 0 inches | 660sqft | 23 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter JSHS | | Hov7 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 29 feet, 0 inches x 22 feet, 0 inches | 638sqft | 22 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter JSHS | | Woo6 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 32 feet, 0 inches x 22 feet, 0 inches | 704sqft | 25 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter JSHS | | Ace9 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 45 feet, 0 inches x 22 feet, 0 inches | 990sqft | 35 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Northern Potter Childrens Sch | | Szy2 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 9 feet, 0 inches | 189sqft | 6 |
| **Implementation Date** | | |
| 2023-02-10 | | |
| **Uploaded Files** | | |
|  | | |

Assurance Check

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

# Special Education Support Services

Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| Director of Special Education | 1 | Elementary | District |
| Director of Special Education | 1 | Secondary | District |
| Paraprofessionals | 14 | District Wide | District |
| Paraprofessionals | 4 | District Wide | Contractor |
| School Psychologist | 1 | District Wide | Contractor |
| Physical Therapist | 1 | District Wide | Contractor |
| Occupational Therapist | 1 | District Wide | Contractor |
| Behavior Specialist | 1 | District Wide | Contractor |
| Guidance Counselor | 1 | Elementary | District |
| Guidance Counselor | 1 | Secondary | District |

# Special Education Personnel Development

## Autism

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Students diagnosed with Autism will receive a continuum of services offered by the district with staff being trained to meet their individual needs. The teachers and paraprofessionals servicing students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism. Training will include, least restrictive environment, behavioral strategies/modifications, curriculum adaptations, Supplementary Aids and Services, best practices for supporting students with Autism. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1-2 | 3 | District Intermediate Unit PaTTAN Other | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

## Positive Behavior Support

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Training will be on Safety Care, Quality Behavior Solutions (QBS). This will be to maintain a low number of restraints and continue to minimize the number of restraints for all students including students that are receiving special education services. This training will teach both verbal de-escalation strategies and physical interventions. Physical interventions will only be used at times that a student is a danger to himself/ herself or others. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | minimum of 4 | Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| De-escalation Strategies: This will provide the teachers de-escalation techniques, prevention and intervention strategies that will help them to manage and maintain student behaviors within their classrooms. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | minimum of 2 | District Intermediate Unit PaTTAN | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

## Paraprofessional

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| The Paraprofessionals will participate in their required 20 hours of professional development training annually. Topics selected will be related to best practices, behavioral strategies, understanding student needs, and instructional strategies. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| Up to 6.5 hours | To equal 20 hours annually. | District Intermediate Unit PaTTAN Other | Paraprofessionals |

## Transition

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Review of transition planning, resources, development and community resources including PaTTAN, Intermediate Unit, and OVR consultation. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 4 | District Intermediate Unit | Parents Special Education Teachers Other |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Transition Council Meetings | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Transition Council Coordinator | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 45 minutes per meeting per student | 1 per school year | District Intermediate Unit Other | Parents Special Education Teachers Other |

## Science of Literacy

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Applying research based instructional strategies and interpreting data to meet the needs of our diverse learners. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 1 | District Intermediate Unit | Building Administrators Central Office Administrators |

## Parent Training

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Secondary Transition | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Transition Council Coordinator or Special Education Teachers | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 15 Minutes Per IEP Meeting and 45 Minutes per year with transition Council meetings | 1 per school year | District Intermediate Unit Other | Parents |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| SEL Trainings | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Effective School Solutions Provider | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 8 | District Other | Parents Other |

## IEP Development

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| IEP review/revisions/file review & training on changes needed on IEPs in the school district. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| School Administrators | |  | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| a minimum of 1 hour per school year | 1 | District | Special Education Teachers |

# Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer  
  
Date