Northern Potter School District

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IMPORTANT NOTICE

2026-2027 School Year

Dear Parent:

Attached to this letter you will find the district's screening and evaluation procedures which we must distribute annually for your review. These pages contain important information on required health examinations, the district's testing program, school records, educational support programs, and required special education notices.

If you have any questions about the attached information, please feel free to call the school.

Sincerely,

Nathan K. Jones
Superintendent

NKJ:sk

Attachment

ANNUAL PUBLIC NOTICE
Northern Potter School District
Screening and Evaluation Procedures

1. Health Examinations - School Board Policy 209

Although the physical and mental health of each child is primarily the responsibility of the home and parents, the school district provides not only state-mandated health services but also functions to maintain and improve the health of each student while in school.

Each pupil shall receive a comprehensive health examination in kindergarten, first grade, sixth grade, and eleventh grade. These examinations will be conducted by the school physician or physician's assistant. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

Each pupil shall receive a comprehensive dental examination in kindergarten, first grade, while in third grade, and in seventh grade. These examinations will be conducted by the school dentist. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

For each pupil transferring to the schools of this district, the Superintendent shall request an adequate health record from the transferring school.

Beginning with pre-kindergarten and continuing through the twelfth grade, the school district will maintain for each student a developmental health history. This health history includes required vision and hearing screenings.

The individual pupil records of health examinations shall be maintained as a confidential record subject to statute and the policies of this district.

2. Assessments

In accordance with the recommendation of the Superintendent of Schools, Principals, and the Guidance Directors, the Board of Education of the Northern Potter School District has approved a testing program designed to provide information concerning the proficiency of all children in the district on standardized tests of academic achievement and aptitude.

The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. They are also an invaluable aid to the child's teacher and counselor in diagnosing individual strengths and weaknesses in order to provide effective individualized instruction. During the school year, the following tests will be administered to students as part of this program:

TYPE AND NAME OF TEST	GRADE GIVEN	PURPOSE
ACHIEVEMENT		
PA System of State Assessments (PSSA)	3, 4, 5, 6, 7 & 8	Measurement of performance in English language arts (ELA), mathematics, and science (4 & 8).
PA Alternate System of Assessment	3, 4, 5, 6, 7, 8 & 11	An alternate system for measure-ing performance in ELA, math, and science (4, 8, & 11).
PA Keystone Exams	8, 9, 10, 11, or 12	End-of-course assessments designed to assess proficiency in Algebra I, Literature, and Biology.

INTEREST

Xello	3 – 12	Provides each student a profile which shows their high and low interest areas for career planning.

APTITUDE

Preliminary Scholastic Aptitude Test	11	Provides each student with ranking information in reading, math, and writing skills.
Armed Services Vocational Aptitude Test Battery	11	This test is administered by services and is used by the services and the school. It provides percentile ranking in various aptitude areas.

Additional educational/psychological testing is available through the school psychologist with parental permission. Parents may also initiate psychological testing for their child by contacting the elementary or secondary guidance counselor.

Additional remedial testing or screening is available through the intervention process or the elementary and secondary guidance programs on a need or referral basis per parental notification.

The following tests are district-wide assessments and may be given on an individual or group basis as needed.

READING/MATH

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Curriculum-Based Assessment
Star Reading
Spring Math
Firefly
Assessment and Learning in Knowledge Spaces (ALEKS Math Assessments)
AIMS Web Oral Reading Fluency, Math Concept Application, Math Computation, Reading Comprehension
Maze reading, math computation and application
PSSA Domain Scoring Guide for written expression
Classroom Diagnostic Tools
Scales for Assessing Emotional Disturbance

DIAGNOSTIC TESTS (GENERAL)

Wechsler Preschool and Primary Scale of Intelligence	Woodcock – Johnson Tests of Cognitive Ability, Oral Language, & Achievement
Wechsler Intelligence Scale for Children	Vineland Adaptive Behavior Scale
Stanford-Binet Intelligence Scales	Adaptive Behavior Assessment System
Social Skills Rating System	Behavior Assessment System for Children
Gifted Rating Scale	Childhood Autism Rating Scale
Gilliam Autism Rating Scale	Autism Diagnostic Observation Schedule

Bracken Basic Concept Scale	Kaufman Test of Educational Achievement
Wechsler Individual Achievement Test	Wide Range Achievement Test
Developmental Profile	Bender Visual Motor Gestalt Test
Goldman-Fristoe Test of Articulation	Clinical Evaluation of Language Fundamentals
Test of Auditory Processing Skills	Test of Childhood Stuttering
Test of Language Development	

3. Educational Support Programs and Services

Gifted Support

The Gifted Support Program is designed to meet the needs of mentally gifted students in a challenging manner. Activities and units of study are presented in various subject areas. Overall goals include enhancing student self-esteem, building leadership, communication, interpersonal skills, research and technology skills, and applying higher-level thinking skills.

Speech-Language Support

The Speech-Language Support Program provides specially designed instruction for students who have difficulties in communication skills. Areas of difficulty which can be addressed include: articulation (specific speech-
sound production), language skill development (form, content, and use), voice quality, and fluency (stuttering).

One on one or small-group instruction is provided in the speech therapy room setting or within the child's class-room depending on which arrangement best meets the individual's communication needs.

Learning Support Resource Rooms

The Learning Support Resource Rooms present students, whose expected levels of achievement will vary, with an atmosphere conducive to individualized level learning. Reading, Language Arts, Math, Social Studies, Science, Health, Writing, and Organizational Skills are areas in which educational and behavior goals are developed. These programs are designed to help students who require specially designed instruction to develop their knowledge and skills. Learning Support students are to be included in Regular Education whenever possible.

Life Skills Support

Life Skills Support classes serve students with overall delays who require multiple hands on experiences for mastery to occur. Instruction is given individually or in small groups and students are integrated in classes with their peers as is appropriate. Students are taught the important skills in a functional setting. The Life Skills Support class serving children in K-6 is located at the Northern Potter Children's School. For students in grades 7-12, the Life Skills Support class is located at the Northern Potter Jr./Sr. High School.

Emotional Support

An Emotional Support classroom provides an individualized, highly structured program for students with severe social and emotional disabilities. These disabilities can result in slowed academic growth and limited social interaction. Therefore, the main goal of the program is to achieve acceptable social and behavioral skills.

Attaining these skills will allow the students to experience academic growth and enable them to function in

socially acceptable ways. The Emotional Support class is at the Coudersport Elementary Building for K-6. Secondary students receive Emotional Support at the Austin School District. The Behavior Support Classroom for K-12 is located at the Gunzburger Building in Coudersport.

Multiple Disabilities Support

The Multiple Disabilities class is designed for students who have been identified with two or more impairments which cause such severe educational needs that they cannot be accommodated in programs for one of the impairments. This class will stress motor/perceptual development, communication development, and acquisition of daily living needs.

Autistic Support

One Autistic Support class has been established for students with autism whose needs cannot be met in a less restrictive setting.

For students in grades K- 12, the Autistic Support class is located at the Northern Potter Children's School.

Physical Therapy

The scope of Physical Therapy services within education is directed toward assisting a student with a disability to participate in and benefit from his or her individual education program through the use of intervention strategies and specially designed instruction.

Occupational Therapy

Occupational Therapy in the education setting is directed toward assisting students with disabilities to participate in and benefit from his or her individual education program. Occupational Therapy provided as a related service must relate to the student's educational goals and enhance the implementation of those goals.

Deaf and Hearing Impaired Support

The Hearing Support Program provides several services to the school district and its students. From initial screening assistance to special instruction, the hearing teacher is available as a "second opinion" to the school nurse before a student is referred to an audiologist. If a child shows a significant loss and difficulty in classes, special sessions are set up to provide auditory, speech, reading, and language instruction. Depending upon the severity of loss and need, intervention can range from consultation to inclusion in a resource room.

Blind and Visually Impaired Support

The Vision Support Program provides service to children who are blind and/or visually impaired. Children who qualify must have a visual field of less than 20 degrees and/or 20/70 or worse in the best eye with correction. Children from 3 to post 12th grade are served. Support may be provided in the home setting or in the school.

In accordance with Chapter 15, the Northern Potter School District will provide protected disabled students with the aids, services and accommodations that are designed to meet the educational needs of these students as adequately as the needs of non-disabled students are met. The Northern Potter School District does not discriminate against protected disabled students and the district's responsibilities under the Chapter.

Title I Program

The Title I Program in the Northern Potter School District offers support through federal funding for all students. Funds provide instructional support for reading and math and include paraprofessionals and assistants and extra instruction using a variety of teaching methods and materials.

Early Intervention

If a young child is experiencing delays in his or her development, Early Intervention can help. Delays can occur in one or more of the following areas: physical development, language and speech development, social and emotional development, self help skills (adaptive skills), and cognitive development. The Potter County Early Intervention Program provides services from birth to 3 years of age. For more information contact: 1-800-800-2560.

The Seneca Highlands Intermediate Unit Nine Early Intervention Program serves eligible children from the ages of 3 to school age and their families. Services are provided in the child's home or in classroom settings. For more information contact the Early Intervention Office at 814-887-5512.

Transition or Preparation for Adult Life

Transition or the Preparation for Adult Life Program is a very visible program in aiding students, parents, outside agencies, and school staff in helping students make vocational decisions. The program is very specific for students with IEP's in place. Parents and representatives or agencies will be invited to a meeting near the student's sixteenth birthday to do an initial PAL program. A second meeting will occur early in the senior year to update the PAL program to reflect the student's current desires and needs. Parents are highly encouraged to be involved in the process of transition from school to the work environment.

For more information on any of these programs, contact the guidance office at the High School (848-7534) or the guidance office at the Children's School (848-7563).

NOTICE TO PARENTS OF CHILDREN WHO RESIDE IN
NORTHERN POTTER SCHOOL DISTRICT

PROGRAMS FOR ELIGIBLE OR PROTECTED DISABLED STUDENTS

In compliance with state and federal law, notice is hereby given by the Northern Potter School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible students). If your child is identified by the District as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism
2. Visual impairment
3. Hearing impairment
4. Developmental delay
5. Intellectual disability
6. Multiple disabilities
7. Traumatic brain injury
8. Other health impairments
9. Orthopedic impairment
10. Emotional disturbance
11. Specific learning disability
12. Speech and language impairment
13. Deaf Blindness
14. Deafness

If you believe that your school-aged child may be in need of special education services and related programs, or young child (age 3 to school-age) may be in need of early intervention, screening, and evaluation processes designed to assess the needs of the child and his/her eligibility, are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public school program. Requests for independent educational evaluations of students with disabilities will follow the provisions of 34 CFR 300.502. They are as follows:

(a) General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section.

(b) Parent right to evaluation at public expense. (1) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. (2) If a parent requests an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either - (i) Initiate a hearing under 34 CFR 300.507 to show that its evaluation is appropriate; or (ii) Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing under 34 CFR 300.507 that the evaluation obtained by the parent did not meet agency criteria. (3) If the public agency initiates a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. (4) If a parent requests an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the public agency may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

(c) Parent-initiated evaluations. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation - (1) Must be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child; and (2) May be presented as evidence at a hearing under this subpart regarding that child.

(d) Requests for evaluations by hearing officers. If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

(e) Agency criteria. (1) If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

Requests for evaluation and screening are to be made in writing to:

Mr. Nathan K. Jones, Superintendent
Northern Potter School District
745 Northern Potter Road
Ulysses, PA 16948

In compliance with state and federal law, the Northern Potter School District will provide to each protected disabled student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits to the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected disabled student, the child must be school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected disabled students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time and location), and rights to due process procedures, you may contact in writing the person listed above or any building principal.

Confidentiality: All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The district has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. For information about these policies and procedures, as well as rights of confidentiality and access to education records, you may contact in writing the person named above or any building principal.

CONFIDENTIALITY

Northern Potter School District protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws.

"Education records" means those records that are directly related to the student which are maintained by an educational agency or by a party acting for the agency. "Education agency," for purposes of this notice, means the local school district. For all students, the school district maintains education records, which include but are not limited to:

Personally Identifiable Information - Confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory Information - Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. The school district must obtain parent consent before disclosing personally identifiable information to anyone not entitled to see it under law. (Note: Student consent takes the place of parent consent if the student is 18 years old or attending a postsecondary institution.) "Consent" means: the parents have been fully informed regarding the activity (requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and, they understand that consent is voluntary and may be revoked at any time).

Parents have the right to inspect and review a child's education record. The school district will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the district cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parent from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. The school district will decide whether or not to amend the record and will notify the parent in writing of its decision. If the school district refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. The parent must then, if desired, notify the school, in writing if they require such a hearing.

Such records hearings will be held within a reasonable time after a parent request and the parent shall be notified of the date, time, and place a reasonable time in advance. The hearing may be conducted by any individual, including a school district official who does not have a direct interest in the outcome of the hearing. The parent will have a fair opportunity to present evidence at the hearing and may be assisted or represented by one or more individuals including an attorney.

The school district will make its decision in writing within a reasonable time after a hearing, basing its decision solely on the evidence presented at the hearing and including a summary of the evidence and reasons for its decision. If the hearing decision is that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the school district will amend the information and inform the parent in writing. If the hearing decision is that the information will not be amended, the parents have the right to place a statement in the education record setting forth reasons for disagreeing with the hearing decision. Any such explanation placed in the records of a child will be maintained as long as the records of the child are maintained and will be disclosed whenever the records are disclosed to any party.

The school district will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school district will provide, upon request, a listing of the types and locations of educational records maintained, the school officials, responsible for these records and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school district keeps record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

The confidentiality policy is posted in each record location. The school district will provide a copy of its confidentiality policy upon request. Complaints may be filed with the Director of Pupil Services, Northern Potter School District. If resolution is not reached, a hearing will be held. If resolution is not then reached complaints may be filed with the Family and Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20201.

Annual Notification Information

STUDENT RECORDS POLICY – ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA

Northern Potter School District maintains a cumulative student record for each child. This information is kept in order to assist in the day-to-day operation of the educational programs and to meet the requirements of federal and state laws. The information regarding each child includes student identification and attendance data, information on academic progress and performance, and results of standardized group achievement and cognitive ability tests. Records of standardized tests taken by secondary students on a voluntary basis, usually for college entrance purposes, also are recorded. Disciplinary records, certain juvenile history record information, and student health records also are maintained as required by state law.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the Opens Records Officer, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district or educational agency in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

DISCLOSURE OF DIRECTORY INFORMATION – PUBLIC NOTICE

Under FERPA, the District also may disclose without consent "directory information" concerning a student. For example, directory information may be included in publications such as sports programs, newspapers, radio and television news releases, awards and graduation programs, yearbooks, alumni directories, musical and play programs, and other school publications. Directory information is information not generally considered harmful or an invasion of privacy if disclosed, including but not limited to the student's name, address, telephone number, e-mail address, photograph, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and other similar information. Parents who wish to have their children exempted from publication or other disclosure of directory information may do so by letter to the school principal. The letter must be received by the school principal at least thirty (30) days prior to the date of publication or other disclosure of information.

COMPLIANCE STATEMENT

Northern Potter School District continues its policy of nondiscrimination on the basis of race, age, sex, religion, color, national origin, handicap or disability, as applicable in its educational programs, activities or employment policies. This policy is as required by Title IX of the 1972 Educational Amendments, Title VII of the Civil Rights Act of 1964, Section 504 Regulations of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and all other applicable state, federal and local laws and ordinances.

For information regarding Title IX and Title VII compliance, contact the Northern Potter School District, Administration Office, 745 Northern Potter Road, Ulysses, PA 16948, (814) 848-7506. For information on Section 504 compliance, contact the Superintendent at the above School District address. For information regarding the American with Disabilities Act, contact the Office of Special Education at Seneca Highlands IU 9, 119 Mechanic Street, Smethport, PA 16749, (814) 887-5512.

CONFIDENTIALITY OF STUDENT RECORDS

Northern Potter School District protects the confidentiality of personally identifiable information regarding exceptional and protected handicapped students in accord with state and federal law and the school district's student records policy. Parental rights regarding student records are described previously.

SERVICES FOR PRESCHOOL CHILDREN

Act 212, the Early Intervention Services System Act, entitles all preschool children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities and their families are eligible for early intervention services. At-risk children are eligible for screening and tracking.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through 2 years of age. For information, contact Potter County Human Services, Mental Health/Mental Retardation, 62 North St., P. O. Box 241, Roulette, PA 16746-0241, (814) 544-7315.

The Pennsylvania Department of Education is responsible for providing services to preschool children from age 3 until eligible for kindergarten. For information, contact Early Intervention, Seneca Highlands IU 9, 65 East Valley Road, Smethport, PA 16749, (814) 887-9287.

SPECIAL EDUCATION SERVICES FOR SCHOOL-AGE EXCEPTIONAL STUDENTS

Northern Potter School District provides a free, appropriate public education to exceptional students and to students identified as gifted. To qualify as a gifted or exceptional student, the child must be of school age, in need of specially designed instruction, and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as defined by Pennsylvania State standards: autism/pervasive developmental disorder, blindness/visual impairment, deafness/hearing impairment, mental retardation, multihandicap, neurological impairment, other health impairment, physical disability, serious emotional disturbance, specific learning disability, and speech/language impairment.

The School District utilizes identification procedures to ensure that eligible students receive an appropriate educational program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably calculated to yield meaningful educational benefit and student progress.

To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities include review of group-based data (cumulative records, enrollment records, health records, report cards, ability and achievement test scores); hearing, vision, physical and speech language screening; and review by a building level pre-referral teams. When screening results suggest that a student might be exceptional, the School District seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child is exceptional may request a multidisciplinary evaluation at any time through a written request to the school principal. Parents who suspect their child is gifted may make one request for evaluation per school term.

Services designed to meet the needs of gifted children include the initial evaluation and development of a gifted individual education plan (GIEP). Northern Potter School District provides supportive intervention in the classroom through differentiated instruction and curriculum enrichment. Students may receive advanced coursework and/or resource room support provided by a teacher of gifted services. The extent of gifted services and the location for the delivery of such services are determined by the child's GIEP team and are based on each child's identified needs and abilities, chronological age and the level of intensity of the specified intervention.

Parents may obtain additional information regarding gifted education services and programs and parental due process rights by contacting the child's school counselor or principal.

Services designed to meet the needs of exceptional students include the annual development of an Individualized Education Program, multidisciplinary re-evaluation, supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resources program, placement in a part-time or full-time special education class in a regular school, or placement in a full-time special education class at a location other than the regular school. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The School District provides related services, such as transportation, physical therapy, and occupational therapy, required for the student to benefit from the special education program.

Parents may obtain additional information regarding gifted or special education services and programs and parental due process rights by contacting the child's school principal or the Superintendent at (814) 848-7506.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, Northern Potter School District will provide to protected handicapped students services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. These related aids are provided without discrimination or cost to the student or family. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. Services and protections for protected handicapped students are distinct from those applicable to exceptional students enrolled or seeking enrollment in special education programs. For further information about the evaluation procedures and provision of services to protected handicapped students, contact the principal's office.