

Profile and Plan Essentials

LEA Name		AUN
Northern Tioga SD		117596003
Address 1		
110 Ellison Road		
Address 2		
City	State	Zip
Elkland	PA	16920
Director of Special Education Name		
Daniel Fie		
Director of Special Education Email		
fied@ntiogasd.org		
Director of Special Education Phone Number		Director of Special Education Ext
814-258-5649		1025
Chief Administrator Name		
Mr Kristopher A Kaufman		
Chief Administrator Email		
kristopher.kaufman@ntiogasd.org		

Special Education Students

Total Number of Students Receiving Special Education

394

School District Total Student Enrollment

2022

Percent of Students Receiving Special Education

19.5

Steering Committee

Name	Position/Role	Building	Email
Kristopher Kaufman	Superintendent	Northern Tioga SD	kristopher.kaufman@ntiogasd.org
Rebecca Koehler	Director of Curriculum	Northern Tioga SD	rebecca.koehler@ntiogasd.org
Daniel Fie	Director of Special Education	Northern Tioga SD	daniel.fie@ntiogasd.org
Morgan Lilly	Other	Northern Tioga SD	morgan.lilly@ntiogasd.org
Kate Slavinski	Building Principal	Russell B Walter El Sch	kathryn.slavinski@ntiogasd.org
Jess Millard	Building Principal	Clark Wood El Sch	jess.millard@ntiogasd.org
Amy Plunkert	General Education Teacher	Russell B Walter El Sch	amy.plunkert@ntiogasd.org
Amy Brewer	Special Education Teacher	Westfield Area El Sch	amy.brewer@ntiogasd.org
Elizabeth Johnson	Special Education Teacher	Clark Wood El Sch	elizabeth.johnson@ntiogasd.org
Kevin Wilson	Other	Williamson SHS	wilsonk@ntiogasd.org
Kierstan Le	Other	Northern Tioga SD	kierstan.le@ntiogasd.org
Janine Young	Other	Russell B Walter El Sch	youngj@ntiogasd.org
Allison Derrick	Other	Northern Tioga SD	allison.derrick@ntiogasd.org
Brooke Webster	Other	Northern Tioga SD	brooke.webster@ntiogasd.org
Rod Butler	Board Member	Northern Tioga SD	rod.butler@ntiogasd.org
Amber Mitchell	Parent	Williamson SHS	amber.mitchell@ntiogasd.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)

Improvement and Planning Activity
Participation rate for all students with IEPs is notably higher than the state average but did not quite meet the SPP/APR target for participation in 4/6 areas. District personnel will analyze data trends and explore options to increase participation rates.
The gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards fell short of the SPP/APR Target at most grade levels. District personnel will analyze data trends and explore options to address the gap in proficiency rates.

Education Environments (Indicator 5)

Improvement and Planning Activity
The district did not meet the SPP/APR target for special education students educated inside the regular education setting less than 40% of the time. District personnel will continue to monitor and analyze the data to determine ways to improve practices to allow special education students to meaningfully participate in the regular education setting with appropriate supports.

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your School 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 Tioga School District does not have a section 1306 facility within our boundaries. However, if the district were a host for a 1306 facility, the district would follow all appropriate regulations of PA code applicable to the education of the students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. For a child with a disability or an IEP, the District would evaluate all educational options to determine an appropriate educational program adhering to FAPE and LRE. Northern Tioga would ensure active participation from the student's parents/guardians and home LEA. Having a team of members both familiar and new will allow for a unique perspective ensuring the most appropriate placement for the student. In the event that Northern Tioga was a host district, we would continue to ensure that our policies and procedures were followed for all students both in the district and within a 1306 facility. Northern Tioga would ensure that all students with disabilities or suspected of a disability residing within our boundaries who need special education and related services are identified, located, and evaluated per Child Find requirements. Northern Tioga will abide by all Child Find obligations and attend all IEP meetings to guarantee that each student has an appropriate education in the Least Restrictive Environment provided by Certified Special Education Teachers and certified related service providers as determined necessary by the IEP team.

3. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

The Northern Tioga School District would work to coordinate any needed services and supports with outside agencies to provide the needed educational services for students transitioning from a 1306 facility back to school. The Coordinator of Student Services or other appropriate designated school personnel would also be responsible for communicating with the 1306 facilities regarding each individual student's needs. The student's IEP team would meet to discuss the student's needs, programming, and goals while transitioning. The 1306 facilities would be encouraged to participate in IEP team meetings and provide input for the student's IEP. Any training that may be needed would be provided through partnerships with the educating agency, BLaST IU #17, PaTTAN, and/or other agencies available to meet the identified training needs of the personnel involved.

Incarcerated Students Oversight

- 4. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

- 2. Describe the system of oversight the School 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

- 3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The Northern Tioga School District is consistently well above the state average in regard to the percentage of students with an IEP who are educated inside the regular education classroom 80% or more of the day (NTSD 76.4%; State 61.7%). The district is committed to providing high quality and meaningful education to all students within the least restrictive environment. The district ensures that, to the maximum extent appropriate, children with disabilities are educated with their nondisabled peers and that removal from the regular education environment occurs only when education in that setting with supplementary aids and services cannot be achieved in a satisfactory manner. However, the district has observed an increase in special education students educated in the regular education setting less than 40% of the time in recent years. The district will analyze this data and use the information to improve practices that will allow students with special education needs to more meaningfully participate in the regular education setting.

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

The Northern Tioga School District is committed to ensuring that all students with an Individualized Education Program are provided with the needed supports and accommodations to address their academic and social/emotional needs within the least restrictive environment. IEP teams first consider the general education setting with the use of supplementary aids and services before considering more restrictive environments. Collaborative team discussions are utilized by each student's IEP team, including the general education teacher(s), special education teacher, related service provider(s), and parents to ensure that all possible supports are considered, and if appropriate, are implemented to support the student within the general education setting. The IEP format (Section VII. A) provides prompts and guidance to the IEP team to consider and discuss through the documentation and justification of the extent to which the student will not participate in the regular class or general education curriculum. The district considers and implements a variety of supplementary aids and services in the regular education setting to provide scaffolded learning experiences for all students. Some examples of the supplementary aids and services include the use of assistive technology, adaptations to the learning materials, the use of classroom or individual aides, making physical, environmental, and/or sensory modifications to the learning environment, adjusting the method of presentation of information or materials, and utilizing specific classroom management techniques and/or positive behavior support plans.

- 5. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

All administrators and staff members have received professional development regarding Supplementary Aids and Services. In addition, there is a review of supplementary aids and services provided to all staff yearly during District In-Service/Professional Development Days. The vast majority of eligible students in the Northern Tioga School District receive supports and accommodations within the regular class and curriculum, provided through frequent collaboration between general education teachers and special education teachers and/or related service providers. This is further supported through "push in" instructional support approaches. District personnel have also participated in a number of training and conference opportunities including The Annual PDE Conference, The National Autism Conference, PBIS Advanced Tiers Training, SAP Coordination Training, Quality Behavioral Solutions (QBS Safety Care Management), and various book studies. The district also contracts with BLaST IU #17 for consultative services regarding specific student needs and for other relevant training needs.

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

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers and enable their access to the general education class, curriculum, and activities. All supplementary aids and services are considered and provided to students to ensure their opportunity to participate in all extracurricular activities.

7. Describe the School District procedures that ensure, 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-led extracurricular activities.

The need for more intensive and comprehensive supports, most typically due to significant social/emotional and behavioral needs, may result in a child's placement in a private institution. District personnel, such as the Coordinator of Student Services, the School Psychologist, and/or other relevant district personnel (building principal, counselor, social worker, special and/or general education teachers) participate in team meetings with the private institution to ensure that student's needs are being met and all possibilities for participation in district-led extracurricular activities are being made available to the student with whatever supports may be needed.

8. Discuss the School 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).

At this time, Northern Tioga provides a full range of services, programs, and placement options for identified students with special needs. The current continuum of services meets the needs of the population. Should additional needs develop, the Administration Team would develop a proposal

to expand services or program options within the district or would seek to contract with BLaST IU#17 to assist with the identification of service/placement options within the IU or to develop a program.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
BLaST IU #17 Partial Program-North Academy	Other	IU operated program	BLaST IU #17	Autistic Support	█
Troy Area School District	Other	IU operated program in public school	BLaST IU #17	Autistic Support	█
	Other			Autistic Support	

Positive Behavior Support

Date of Approval

2025-09-08

Uploaded Files

Policy 113.2-Behavior Support.pdf

9. How does the School District support the emotional, social needs of students with disabilities?

The Northern Tioga School District continues to be committed to supporting the emotional and social needs of students within the least restrictive environment. The district employs 3 School Psychologists, 4 School Counselors, and 3 School Social Workers. Individual and group counseling, as well as Crisis Intervention services are provided to students in all buildings. Class lessons on topics such as character, social skills, and social-emotional learning are also provided to all students. Through agreements with Concern Treatment and with Laurel Health/UPMC we are also able to provide School-Based Outpatient Counseling services to eligible students. These providers work closely with students and their families to develop problem-solving skills, resilience, social and emotional skills, self-regulation, and positive connections with the school.

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

The Northern Tioga School District provides a variety of trainings and supports for school personnel to assist with behavior management and behavior support, including APL Training to all professional staff and Quality Behavior Solutions (QBS): Safety Care Management Training (certification and re-certification) to select staff. The district employs three (3) Quality Behavior Solution certified trainers to provide QBS training to select district personnel in each building. In addition to the certified trainers, 74 staff members are currently certified in Safety Care Management including administrators, teachers, counselors, social workers, school psychologists and paraprofessionals. Each school building has an identified process to notify the QBS "safety care team" members to respond to incidents that may require immediate attention and intervention. Other training and workshop opportunities are also made available to staff throughout the year, as offered by BLaST IU #17, PaTTAN, and other agencies. Select related service personnel, including the school psychologists and the elementary and secondary social workers have received training regarding Functional Behavioral Assessments and Developing Positive Behavior Support Plans. The district draws upon the expertise of the Behavior Consultants through BLaST IU #17 and consults with outside behavioral health agencies on a regular basis regarding specific students when appropriate. Four of the district's five school buildings have received training on School-Wide Positive Behavior Support and with on-going building level trainings and technical support provided primarily through BLaST IU #17, SWPBS programs are

being implemented in each building. In addition to the district-provided supports and services, the district has coordinated supports and services with Concern Treatment and with Laurel Health/UPMC to provide School-Based Outpatient Counseling to eligible students.

11. Describe the School District's positive school wide support programs.

The Northern Tioga School District utilizes School Wide Positive Behavior Interventions and Supports in all 3 elementary schools and in one of the two secondary schools. Each school's program is a proactive, multi-tiered approach to discipline that promotes positive student behavior and improved learning. Each school's positive behavior support approach is evidence-based and is designed to establish a positive social culture, which contributes to effective learning environments and ensures that all students have the social and emotional skills needed to succeed. Positive Behavior Supports and Interventions help by explicitly teaching students expected behaviors and social skills and reinforcing positive behaviors. Positive Behavior Interventions and Supports uses a three-tiered approach of universal interventions (all students), secondary interventions (students identified as at-risk), and tertiary interventions (for students needing targeted or specialized assistance). The universal tier emphasizes teaching and reinforcing expected behaviors for all students. Tier 2 provides targeted interventions to support students who are at-risk based on School-Wide Information System (SWIS) data. Interventions such as check-in/check-out, counseling, and individual student behavior plans are possible interventions. The most intensive level of intervention, Tier 3, may result in a referral for further evaluation or referral for additional mental health evaluation or services.

12. Describe the School District's school-based behavior health services.

The Northern Tioga School District employs 3 School Psychologists, 4 School Counselors, and 3 School Social Workers. Individual and group counseling, as well as Crisis Intervention services are provided to students in all buildings. In addition, the district partners with outside behavioral health agencies, such as Concern Professional Services to provide school-based behavioral health services. School-based behavioral services that are offered include Intensive Behavioral Health Services (IBHS), School-Based Outpatient Counseling, and Partial Hospitalization programming. For students with intense behavioral health needs, the district works closely with the CASSP team in determining appropriate services and resources. Additionally, the Student Assistance Program (SAP) is a school-based prevention program that facilitates connecting students to needed services. Students who may be experiencing changing family structures or are exhibiting anxiety, irritability, or depression, or are experiencing sudden drops in school performance or may be involved in substance abuse may be connected to other counseling agencies in the area such as Harbor Counseling or an independent counselor.

13. Describe the School District's restraint procedure.

Policy 113.2 on Behavior Support clearly defines the following terms: aversive techniques, behavior support, positive techniques, and restraints. It states that positive rather than negative

measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. The policy outlines models and techniques that focus on prevention, correction, and control of misbehavior, and treatment. The policy clearly states that restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or employees, and only when less restrictive measures and techniques have proven to be, or are, less effective. Furthermore, the policy prohibits the use of prone restraints and seclusion. The Northern Tioga School District utilizes QBS Safety Care and has three certified trainers on staff that provide training to select school employees and provide on-going support. Safety Care is designed to guide safe and therapeutic interactions between students and adults working in the school setting. It is a competency-based behavioral safety training program based on principals of applied behavior analysis and focused on training reinforcement-based strategies while teaching district staff to proactively and positively engage students in behaviors that are incompatible with anger and aggression. Safety Care training teaches procedures and strategies to prevent and safely manage behavioral challenges while maintaining the student's respect and dignity. The three district trainers participate in yearly train-the-trainer professional development to maintain their certification. They then provide training (initial and recertification) to select staff in each building including principals, counselors, social workers, general education teachers, special education teachers, school nurses, paraprofessionals, and the Coordinator of Student Services. A clear emphasis is placed on de-escalation techniques. Therapeutic holds are only to be utilized in instances when a student is in danger of harming him/herself or others. If a student with an IEP needs to be placed in a therapeutic hold, the parent is contacted and an IEP meeting is scheduled. The meeting may be waived if the parent indicates in writing that they would like to waive the meeting. At the IEP meeting, the IEP is reviewed to ensure all supports are being provided, any additional supports are being considered, and that a behavior plan is being developed or revised as needed. If necessary, a Functional Behavior Assessment may be requested.

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.

There are currently no students who are placed on Instruction Conducted in the Home or who are at risk of waiting more than 30 days for an appropriate educational placement. The Northern Tioga School District regularly collaborates with BLaST IU #17 and the Tioga County CASSP Coordinator, and requests CASSP Team Meetings when necessary to assist in finding educational services and placements for hard to place students, including those with disabilities. When the parent(s), the school district, and/or the CASSP Team recognize or anticipate that a child's program or placement is not appropriately meeting his/her individual needs and the child has waited, or is likely to wait 30 days to get the services and/or placement needed, the district will report such information to the Bureau of Special Education by submitting an Intensive Interagency Initial Report. At the time of this report there are no identified gaps in the current programs, services, and educational placements within the district, and there is no plan of expansion of services at this time.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1 FTE	District Wide	District
Other	1 FTE	District Wide	District
Guidance Counselor	1 FTE	Elementary	District
School Psychologist	3 FTE	District Wide	District
Social Worker	3 FTE	District Wide	District
Paraprofessionals	39 FTE	District Wide	District
Occupational Therapist	4.5 days/week	District Wide	Contractor
Physical Therapist	1.5 days/week	District Wide	Contractor
Other	120 min/month	Secondary	Contractor
Other	4 hrs/week	District Wide	Contractor

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Select teaching staff, paraprofessionals, and related service providers along with interested parents will attend the National Autism Conference			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	PaTTAN	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Continued staff development regarding School Wide Positive Behavior, de-escalation and behavior management strategies, and trauma-informed practices.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1 - 6	4 - 10 per year	District Intermediate Unit	Paraprofessionals

		PaTTAN Other	
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Transition

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Parents Special Education Teachers Other

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/ Coordinator of Student Services		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Description of Training

Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy. 2 Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist. Required staff will receive the required Science of Literacy training.			
Lead Person/Position		Year of Training	
Rebecca Koehler/Principal of Academic Affairs (Curriculum Coordinator)		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parents will be offered Overview of Special Education Programs and Services trainings			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Parents Special Education Teachers

Description of Training			
Parents will be offered Post Secondary Transition Planning training			

Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Parents will be offered Overview of Special Education Programs and Services trainings			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Description of Training			
Parents will be offered Post Secondary Transition Planning training			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Annual review and updates regarding best practices for developing an IEP			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers Other

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